U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180018

Gramts.gov Tracking#: GRANT12660100

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

Table of Contents

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/25/2018	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Trustees of Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
356001673	0060467000000

d. Address:

* Street1: 509 E. 3rd Street
Street2:
* City: Bloomington
County/Parish: Monroe
* State: IN: Indiana
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 47401-3654

e. Organizational Unit:

Department Name:	Division Name:
NALRC	SGIS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.   * First Name: Steven
Middle Name: Allen
* Last Name: Martin
Suffix:

Title: Associate VP for Research Administration

Organizational Affiliation:

Indiana University

* Telephone Number: 812-855-0516	Fax Number: 812-855-9943

* Email: rugs@indiana.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

| Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

Title VI Language Resource Center: National African Language Resource Center

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant   IN-009   * b. Program/Project   IN-009

Attach an additional list of Program/Project Congressional Districts if needed.

| | Add Attachment | Delete Attachment | View Attachment |

17. Proposed Project:

* a. Start Date: 08/15/2018   * b. End Date: 08/14/2022

18. Estimated Funding ($):

* a. Federal	210,052.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	6,000.00
* g. TOTAL	216,052.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on [   ] .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

If "Yes", provide explanation and attach

| | Add Attachment | Delete Attachment | View Attachment |

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mr.
* First Name:	Steven
Middle Name:	Allen
* Last Name:	Martin
Suffix:	

* Title: Associate VP for Research Administration

* Telephone Number: 812-855-0516   Fax Number: 812-855-9943

* Email: rugs@indiana.edu

* Signature of Authorized Representative: Kevin Newsom   * Date Signed: 06/25/2018

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization

Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	107,726.00	109,555.00	111,432.00	113,365.00		442,078.00
2. Fringe Benefits	37,652.00	38,680.00	39,762.00	40,904.00		156,998.00
3. Travel	2,370.00	2,370.00	2,370.00	2,370.00		9,480.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	800.00	800.00	800.00	800.00		3,200.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	45,945.00	40,025.00	33,425.00	30,025.00		149,420.00
9. Total Direct Costs (lines 1-8)	194,493.00	191,430.00	187,789.00	187,464.00		761,176.00
10. Indirect Costs*	15,559.00	15,314.00	15,023.00	14,997.00		60,893.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	210,052.00	206,744.00	202,812.00	202,461.00		822,069.00

*Indirect Cost Information *(To Be Completed by Your Business Office)*:

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government?   ☒ Yes   ☐ No

(2)   If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015   To: 06/30/2019   (mm/dd/yyyy)

Approving Federal agency: ☐ ED   ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is   32.00 %.

(3)   If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?   ☐ Yes   ☐ No   If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes   ☐ No   If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)   For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?   Or, ☒ Complies with 34 CFR 76.564(c)(2)?   The Restricted Indirect Cost Rate is   8.00 %.

PR/Award # P229A180018

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Trustees of Indiana University		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kevin Newsom	Associate VP for Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
Trustees of Indiana University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime   [ ] SubAwardee

* Name: N/A

* Street 1: N/A   Street 2:

* City: N/A   State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

N/A

7. * Federal Program Name/Description:

Language Resource Centers

CFDA Number, *if applicable:* 84.229

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

* Street 1: N/A   Street 2:

* City: N/A   State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

* Street 1: N/A   Street 2:

* City: N/A   State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: Kevin Newsom

*Name: Prefix: * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

Title: Telephone No.:   Date: 06/25/2018

Federal Use Only:

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| 1239-NALRC_GEPA_final.pdf | Add Attachment | Delete Attachment | View Attachment |

Plan for Ensuring Equity of Access and Participation in Grant Activities
General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The National African Language Resource Center (NALRC) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The NALRC is proud to hold activities in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the NALRC events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The NALRC will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The NALRC and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus."

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

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* APPLICANT'S ORGANIZATION

Trustees of Indiana University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.   * First Name: Steven   Middle Name: Allen

* Last Name: Martin   Suffix:

* Title: Associate VP for Research Administration

* SIGNATURE: Kevin Newsom   * DATE: 06/25/2018

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Antonia		Schleicher	

Address:

Street1: 355 N. Jordan Avenue

Street2:

City: Bloomington

County: Monroe

State: IN: Indiana

Zip Code: 47405-1105

Country: USA: UNITED STATES

Phone Number (give area code)

812-856-4191

Fax Number (give area code)

Email Address:

anyschle@indiana.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: | 1242-NALRC_Abstract_062418_FINAL.pdf | | Add Attachment | | Delete Attachment | | View Attachment |

ABSTRACT: NATIONAL AFRICAN LANGUAGE RESOURCE CENTER (NALRC)

Background: This proposal seeks funding to enhance NALRC's capacity to strengthen, expand, and improve the nation's capacity for teaching and learning African languages. Funding will be used for 1) superior teacher training; 2) developing and publishing high-quality materials, resources, and online courses; 3) supporting research; and 4) disseminating materials and research nationally. Goals of national coordination and increasing access to minority-serving institutions (MSIs) and community colleges underlie all proposed NALRC projects.

1. Training African Language Instructors: Professional development workshops include: a) A Two-Week Summer Institute for Pre- and In-Service Training for New and Continuing Instructors, particularly for instructors from MSIs and community colleges; b) A Two-Week Training of Trainers' Workshop for African Language Program Coordinators and Directors; c) A Workshop for Developing Standards for Learning African Languages; d) An Annual Pre-Conference Workshop at ALTA-NCOLCTL; e) A Workshop for Developing Learning Plans for Teaching CTLs; and f) A Workshop on Using New Technologies for Teaching African Languages. All workshops will be based on Principles of Effective Teaching and Learning of World Languages. Community college and MSI language instructors and others will have access to standards-based pedagogy, current research, and innovative and effective pedagogies.

2. Materials and Online Course Development Projects: Standards-based textbooks and Online Courses will be developed for Akan, Bamana, Swahili, and Yoruba using Backward Curriculum Design and the Standards for Learning African Languages model. NALRC will develop audio CD-ROMs that will accompany the Standards-Based textbooks along with new and updated brochures for all African languages listed under Competitive Preference Priority I.

3. Research and Publication Projects: NALRC will provide support to African language instructors and scholars to conduct research on African language teaching and learning to be published in peer-reviewed academic journals, such as the Journal of African Language Teachers Association (JALTA) and the Journal of National Council of Less Commonly Taught Languages (JNCOLCTL), two journals published by NALRC Press. NALRC also co-organizes the annual conferences of ALTA and NCOLCTL to give African language instructors an avenue to present their research in African language pedagogy.

4. Disseminating Materials and Research, and National Coordination of Information: Materials developed and published through NALRC will be disseminated through the ALTA, NALRC, and NCOLCTL listservs and websites and through exhibitions at conferences such as ACTFL and the African Studies Association. NALRC will act as a clearinghouse for national coordination by collecting and documenting African language enrollment trends and conducting national needs assessments for the learning, teaching, and research of African languages.

NALRC proposed activities and projects reflect national needs and advance Competitive Preference Priorities I and II. NALRC's comprehensive approach addresses the concerns of many stakeholders, including traditional and non-traditional learners, researchers, instructors, MSIs and community colleges, government and non-government agencies, Americans of African descent, heritage learners, and K-12 learners and teachers. The significant level of IU institutional support for NALRC puts the Center in a very strong position to fulfill its objectives and to serve its stakeholders and the nation.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1238-NALRC_Grant_Proposal_Narrative_062518_FINAL.pdf

| Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

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THE NATIONAL AFRICAN LANGUAGE RESOURCE CENTER

Introduction

The establishment in 1999 of the National African Language Resource Center (NALRC) provided the field of African language pedagogy with a Center whose singular mission was that of improving the accessibility and quality of African language teaching and learning in the United States. Since its founding, NALRC has achieved this mission by offering a fundamentally new approach to African language programming, which not only serves the needs of diverse sectors involved in the learning and teaching of African languages but also emphasizes teacher training and textbook development. With both a national and regional perspective, NALRC is a clearinghouse that systematically improves the nation's capacity for teaching and learning African languages by 1) training African language teachers to use effective teaching strategies; 2) developing and disseminating high-quality materials for teaching African languages; 3) supporting research in African language pedagogy; and 4) by deliberately serving regional and national needs and providing greater access to standards-based African language instruction. NALRC accomplishes these objectives by using the full expertise of African language scholars, pedagogists, and researchers throughout this nation and from multiple institutions of higher education. While NALRC has already had substantial impact in the field of African language pedagogy through its activities, it is now seeking funding to take NALRC to the next level and further strengthen the nation's capacity for teaching and learning African languages.

This proposal thus seeks funding to develop various resources for improving the teaching and learning African languages in the United States (U.S.), to professionally strengthen the field, and to provide access to standards-based African language instruction for more and increasingly diverse populations. To achieve these goals, NALRC will effectively leverage its network

housed at Indiana University Bloomington (IUB), which includes the African Language Teachers Association (ALTA), the Field Advisory Board, the National Advisory Board, and IUB's African Studies Program. NALRC's proposed activities will also benefit from its IUB home, the School of Global and International Studies (SGIS), as it provides tangible support and involvement from various associate and assistant deans and opportunities for multiple collaborations not only with the African Studies Program but with SGIS's many other area and global centers. With this institutional commitment, support from IU's technological resources, and with involvement of top-notch leaders in the field, NALRC is in a unique position to achieve significant and lasting results that will substantially improve and strengthen the nation's capacity to teach and learn African languages.

1. PLAN OF OPERATION

IUB will continue to be the administrative home of the NALRC not only because IU offers the highest number of foreign languages in the nation, but also because it is the home of ALTA and the National Council of Less Commonly Taught Languages (NCOLCTL); three National Language Flagship Centers for Arabic, Chinese, and Turkish; the Center for Languages of Central Asian Region (CeLCAR); the very successful Summer Language Workshop that organizes an intensive summer language program for more than ten less-commonly taught languages including Swahili; and one of the best African Studies Programs in the nation. The physical home of NALRC 's administrative directorate and secretariat at IUB is critical; nevertheless, NALRC will have a presence that far extends beyond the IUB campus that draws on national and international expertise in African languages. The organizational structure of the NALRC is as follows:

1.a. **Organizational Design and Management**

The design and management of the NALRC reflects the Center's very efficient organization over the past 19 years. This structure has proven to be cost effective and also emphasizes the national focus of the Center. The management will consist of a secretariat, with a Director, an Associate Director, an Accounting Representative, a Technology Manager, a Student Technology Assistant, and a Graduate Research Assistant. In addition to the staff at the NALRC Secretariat, the organizational structure includes three advisory and support groups (a Field Advisory Board, a Local Advisory Board, and a National Advisory Board). See page 9 for the NALRC organizational chart.

Director: Antonia Folarin Schleicher, the principal investigator, will serve as the Center's chief administrator and will have responsibility for all of the Center's activities, projects, and operations. The Director also leads and serves as a member of the Center's Field Advisory Board (FAB) and ex-officio member of the National Advisory Board (NAB) and the Local Advisory Board (LAB). The Director will pay special attention to the national coordination of all the Center's activities and assessment of national needs and resources for African languages. The Director will serve as liaison to related national groups, such as the African Language Teachers Association (ALTA); Title VI Africa NRC Directors; Association of African Studies Programs (AASP); NCOLCTL; Joint National Committee for Languages (JNCL); American Council on the Teaching of Foreign Languages (ACTFL); National Standards Collaborative Board; National Federation of Modern Language Teachers Association (NFMLTA); and multiple African language programs at universities and colleges throughout the country. Because of Schleicher's extensive experience in training instructors of LCTLs to use effective language teaching strategies and in material development, she will work closely with the coordinators of both the professional development and the material development projects.

Associate Director: The position of Associate Director (AD) for the NALRC is a newly approved position by the Dean of the IUB School of Global and International Studies to work closely with the Director in the overall administration of all Center activities so that the Director can take the NALRC to the next level by devoting more time to professional development and material development. NALRC has already posted this new position and a new AD is expected to be hired by the end of July 2018. NALRC already has over 25 extremely strong and experienced applicants from the field of African Languages and is in the process of interviewing and selecting the best applicant. The candidate selected will manage the daily operations of the NALRC appropriately, efficiently, and in compliance with IU policies and procedures. The AD takes primary responsibility for the day-to-day general oversight of grant activities, including bi-annual and final reporting; coordinates all outreach programming; and serves as primary supervisor of office support staff, graduate assistants, and seasonal hires for the Center. Once hired, the AD will oversee the NALRC business and financial processes, monitor accounts and budget tracking processes, and develop plans for optimal use of all NALRC budgets. The AD will also supervise the Center's strategic communications, including web and social media activity (with support from the Center's Technology Assistant), the development and publications of NALRC instructional materials (textbooks and online), journals, and newsletters, and the organization of all NALRC workshops and conferences, including the annual summer professional development institute for African language instructors. Substantial knowledge of African peoples and cultures and extensive familiarity with fundamentals and current issues in foreign language pedagogy are also required for this critical position. Schleicher will work closely with the new AD as a mentor, and NALRC fully expects the transition of the AD to this new position to be a smooth one.

Accounting Representative: With support from SGIS, NALRC has an accounting representative and workshop coordinator, **Froozan Safi,** whose responsibilities include all of the purchases, payments, and payroll activities of the Center, and administrative assistance of its workshops and conferences. Safi's position (50%) is fully covered by the Dean of SGIS as institutional support for NALRC activities. She is in charge of monitoring the expenses of the Center to make sure that university policies are adhered to with respect to grant fund allocation. Safi is also in charge of the dissemination of all of the Center's materials and publications to universities, programs, and individuals that request these materials. Safi will work under the leadership of the Associate Director. Safi has been working for the NALRC since 2012 and with IU for approximately 12 years and is very familiar with IUB policies on financial accountability.

Technology Manager: **Christina Stiso** is the current NALRC technology manager. She sets up and deploys technology for workshops and meetings; assists users with utilization of the Center's available hardware and software; maintains inventory of software licensing; monitors Center website and supporting software for the purpose of ensuring that online resources and technology materials are available at all times to the public; reports any dead links or gaps in website to Center leadership; provides technical support for Center-specific applications for client support to faculty, students and staff, university departments and clients from other inter-departmental groups; performs simple installations of computer software and hardware not covered by campus Instructional Technology Offices; and maintains a complete inventory of computers and related hardware. She acts as the interface between the Center, the school, and with IU or outside instructional support vendors on the resolution of reported issues. She provides assistance to the Director and other Center staff on the appropriate use of software applications, assists in conference planning that involves technology, and develops graphics and takes photos for the

Center's newsletters and web pages. Stiso has carried out these tasks successfully for the Center and will continue in this capacity, if funded.

Technology Assistant: NALRC recently hired a new student Technology Assistant, **Jared Stemper,** to work closely with Christina Stiso in providing all the technology needs for implementing and administering Center activities. Stemper joins the NALRC with a Computer Science background and is well skilled in developing and updating websites. This new position will support Christina Stiso in all of the Center's technology-related activities.

Graduate Research Assistant (GRA): Through the support from the Dean of SGIS, NALRC has always had a GRA that assists with various activities. In the next four years, the GRA will assist in the development of all of the African Language Brochures projects, and will update the Online African Language Map Project and the African Language Inventory Project. The GRA will also assist with the editing of ULIMI- the annual bulletin of the NALRC, LUGHA- the annual bulletin of ALTA, and the annual bulletin of NCOLCTL, as NALRC supports the publication of these important reports. The GRA will assist with the organization of the Center's professional development workshops and conferences. The GRA will devote 50% of her time (20 hours a week) to these activities and will report to the Associate Director of the Center.

The Field Advisory Board: The Director and the Associate Director will serve on the Field Advisory Board (FAB), and the other members of this Board are selected from ALTA. FAB, a group of African language scholars, is critical to the national mission of the NALRC. The group ensures that the NALRC involves participants for its projects from different African language programs nationwide. Each coordinator is selected because of the role he or she plays nationally in the field of African language pedagogy. FAB coordinators, who work closely with the NALRC Secretariat, especially the Associate Director, represent the five primary areas of

NALRC activities, and they ensure that the objectives and goals of each NALRC project are successful. Below are the critical objectives of the NALRC and the African language scholars that will serve in a professional advisory capacity as a Coordinator: (1) National Coordination Projects – **Zoli Mali** (Boston University); (2) Professional Development Projects – **Esther Mukewa** (Howard University); (3) Research Projects – **Jonathan Choti** (Michigan State University); (4) Materials Development Projects – **Leonard Muaka** (Howard University); and (5) Dissemination Projects – **Brenda Wawire** (University of Kansas). The FAB's role is also to evaluate the impact of the NALRC activities on the field of African language pedagogy. The representation on the board from MSIs (Howard University) is critical in reaching traditionally underrepresented populations and achieving Competitive Preference Priority 2.

The Indiana University Local Advisory Board (LAB): The Director and the Associate Director are ex-officio members of the Indiana University LAB, which is made up of the following distinguished and nationally recognized scholars, instructors, and administrators: (1) **Hilary Kahn**, Assistant Dean of the School of Global and International Studies; (2) **John Hanson**, Director of the African Studies Program; (3) **Alwiya Omar**, African Languages Co-coordinator; (4) **Martha Nyikos**, Professor of Culture, Literacy, and Language in the School of Education: and (5) **Esther Ham**, Online Language Course Development Specialist in the Department of Germanic Studies. The members of LAB meet once every semester to advise the Director on issues such as national and institutional coordination, dissemination of NALRC materials, and activities at the local or state level. They serve as an important link between the NALRC Secretariat, SGIS administration, the IUB campus, and the state of Indiana.

The National Advisory Board (NAB): The members of the NAB are scholars, selected from a national pool of experts, who can advise the Director on all aspects of NALRC activities and can

evaluate Center effectiveness and impact at the national level. This Board meets bi-annually with the NALRC Staff. The members of the NAB are as follows: (1) **Fallou Ngom**, Director of African Studies Center, Boston University; (2) **Richard Brecht**, American Councils on International Studies; (3) **Audrey Mbeje**, U. Penn; (4) **Mbye Cham**, Director, Howard University, Center for African Studies; (5) **Charles Bwenge**, African Language Director, University of Florida, Gainesville; and (6) **Wafa Hassan**, Arabic Director at Global Educational Excellence – Ann Arbor, MI. Representation from MSI Howard University is again important to serving diverse populations.

1.c. Description of the Objectives of the Project

1.c.0. Primary Objective of the Center

The main objective of NALRC is to serve as a resource center to strengthen and improve the nation's capacity to teach and learn African languages effectively. To meet this objective, the Center will focus on the following areas of activity: (1) National coordination; (2) Professional development workshops for pre- and in-service training, including participants from MSI and community colleges; (3) Advancing accessibility to critical African languages for all learners through material development and online course development; (4) Research on African language teaching and learning; and (5) and Collaboration with foreign language educators and professional associations for effective dissemination efforts.

National African Language Resource Center (NALRC)

Organization Chart

National Advisory Board

Dick Brecht, American Research Council
Mbye Cham, Howard University
Audrey Mbeje, UPenn
Fallou Ngom, Boston University
Charles Bwenge, Univ of FL, Gainesville
Wafa Hassan, Global Educational Excellence

Director

Antonia Schleicher

Field Advisory Board

Leonard Muaka, Howard University
Zoli Mali, Boston University
Esther Lisanza, Howard University
Brenda Wawire, Kansas University
Jonathan Choti, MSU
Antonia Schleicher, IU

IU Local Advisory Board

Hilary Kahn, Assistant Dean of SGIS
John Hanson, Director, African Studies Program
Esther Ham, Germanic Studies
Martha Nyikos, Literacy, Culture and Language Education
Alwiya Omar, African Language Coordinator
Antonia Schleicher, Indiana University
TBD, NALRC Associate Director

Associate Director
TBD

Grad. Student Assistant

Technology Manager

Christina Stiso

Accounting Rep.

Froozan Safi

Technology Assistant

Jared Stemper

Coordinator for National Coordination Projects
Zoli Mali

Coordinator for Dissemination Projects
Brenda Wawire

Coordinator for Professional Development Projects

Esther M. Lisanza

Coordinator for Material Development Projects

Leonard Muaka

Coordinator for Research Projects

Jonathan Choti

1.c.1.1. National Coordination Projects: (*Coordinator of this Project is Zoli Mali, Boston University.)* The NALRC Graduate Research Assistant (GRA) and the Associate Director will both play a major role in achieving the goals under this category. Below are examples of projects and activities that will be conducted under the auspices of the NALRC National Coordination Projects.

a. African Languages Enrollment Survey: The NALRC staff will collaborate with the Modern Language Association (MLA) Enrollment Survey staff to make sure that African languages are fully represented in this important survey that the MLA collects on foreign language enrollment. The collaboration is mutually beneficial and necessary, as NALRC has access to all the African language programs in the nation and the MLA has experienced staff in collecting enrollment data. Collectively, NALRC and MLA can collect accurate enrollment data for African languages.

b. An Inventory of African Language Programs in the United States: There is a need for a common format for describing language offerings in the U.S. The NALRC currently has an online list of all African language programs in the U.S. that shows where different African languages are taught. Maintaining an updated list of African language programs and offerings has been found to be very useful to students, language planners, and others. The GRA will assist the Associate Director in gathering this information and updating the list on a regular basis.

c. African Language Human Resource List: The NALRC maintains a list of African language scholars, native speakers, and instructors who are available to serve as translators, interpreters for courts, hospitals, government and non-government agencies, oral proficiency testers for government agencies, and heritage learners nationwide. This is critical information for the field and an area where the NALRC has made a great impact since its inception. If funded, the NALRC will continue this important service for the nation.

d. On-Line African Language Map: The On-Line African Language Map is a virtual map of Africa depicting the distribution of major African languages. A click on a country leads to a short introduction about the country and a list of its most commonly-spoken languages. One can click on a language to read a short description or listen to an audio sample recording of the language. This project helps to educate people about the major languages of Africa. NALRC will continue this project to include more African languages. The GRA will assist the Associate Director to complete this project.

e. Assessing Material and Other National Needs for African Languages: The field of African language pedagogy needs to continue to examine the national needs with respect to African languages. In the past 19 years, the NALRC has been sending questionnaires out to all African language scholars and instructors on its extensive mailing list to assess national needs for African languages with regards to learning resources, workshops and research. This is a project that will be conducted on an annual basis to ensure that NALRC is assessing the needs of the field accurately. Zoli Mali is ideal to coordinate this project on an advisory basis with support from the NALRC Associate Director and the GRA because she is the current President-elect of ALTA and she has been playing a very active role in national coordination activities within ALTA.

1.c.1.2. Professional Development Projects: *(Coordinator for this project is Esther Lizansa, Howard University, in collaboration with Director Antonia Schleicher, as the principal NALRC staff leader).* This project is critical to improving the quality and effectiveness of teaching African languages in the U.S. The goal of this project is to give African language instructors the necessary training to ensure quality standards-based African language learning and teaching. If funded, the following are the list of projects and activities that the Center will undertake under Professional Development:

a. A Two-Week Summer Training Institute for African Language Instructors, particularly from MSIs and Community Colleges: To serve national needs, MSIs and community colleges need access to high-quality African language instruction. This two-week summer training institute will fill this need. The majority of instructors who teach African languages in the U.S. are Teaching Assistants (TAs), and they are typically native speakers of their respective African languages, who may or may not have taught their languages to first language speakers. Most of these graduate students, however, come into the classroom with no experience teaching their languages to Americans or non-native speakers. Training is critical, especially if they will be teaching in diverse settings, such as at MSIs and community colleges. Instructors will need exposure to field tested Principles of Effective Teaching and Learning and Characteristics of Effective Foreign Language Lessons. At the proposed institute, they will learn about the following topics through lectures, discussions, and Micro-Teaching Sessions: a) Implementing a Standards-Based and Thematically Organized Curriculum for African languages; b) Facilitating a Learner-Centered Classroom; c) Using the Target Language (at least 90% of the time) and Providing Comprehensible Input for Instruction; d) Integrating Culture, Content, and Language in a World Language Classroom; e) Adapting and Using Age-Appropriate Authentic Materials; and f) Conducting Performance-Based Assessment. The proposed institute is designed specifically for MSIs and community college instructors and will thus have sessions on teaching at community colleges, HBCUs, and other MSIs.

These workshops are a strength of NALRC, which has been organizing this kind of training for the past 19 years and has trained many African language and other LCTL instructors. If funded, the NALRC plans to continue to make this two-week training an annual event for all African language instructors because many language instructors are short-term, thus it is

necessary to constantly train new instructors as they assume their teaching responsibilities. The NALRC has trained over 1000 instructors, including workshop participants at the annual ALTA and NCOLCTL pre-conference workshops (see Appendix C for a partial list of instructors who have been trained by the NALRC, though please note that pre-conference workshop participants are not included). Funds are requested for honoraria and travel expenses for trainers. The NALRC is collaborating with the Africa NRCs in funding their TAs to attend this pre/in-service training. Other SGIS area centers have requested Title VI funds to send MSI and community college instructors to this important workshop. The NAB and FAB will play important roles in promoting this workshop to MSIs and community colleges.

b. Training of Trainers - A Two-Week Intensive Workshop for African Language Program Coordinators and Directors: There is a need to continue to train future leaders in the field of African language teaching and learning, especially as many of the current leaders have retired or are in the process of retiring. Interestingly, lack of training for African language coordinators was once a significant problem in the field of African language pedagogy. This lack of training invariably affected the quality of African language instruction. In order to solve this problem, for the past 19 years, the NALRC has been organizing annual workshops and institutes to train African language instructors, who serve as program coordinators and directors in the area of program coordination and curriculum development. Many of these instructors are now leaders in African language programs nationwide and are using experiences acquired from these workshops and institutes to support their instructors or sponsor them to attend the NALRC residential workshops. As new African language coordinators assume their positions and others retire, there is a continual need to train these new coordinators to ensure quality African language programs in the nation. In order to make this project cost effective, the NALRC is collaborating with

various Africa NRCs to fund this Trainer of Trainer workshop, as well as in the selection of participants, who are awarded a certificate upon completion.

c. A Day Long Training Session at the Annual ALTA and NCOLCTL Conference: For continued professionalization of African language and other LCTL instructors, new perspectives and approaches need to be introduced at the annual meeting at which about 100 African language instructors and 200 other LCTL instructors typically gather. The training session will include topics such as Using Target Language in a Foreign Language Classroom; Teaching Culture; Teaching Advanced Level Courses; Task-Based Instruction; Program Design and Evaluation; Use of New Technology; Assessment of Language Learning; Backward Curriculum Design; and Learner Centered Instruction. The NALRC has made this professional development an annual activity in conjunction with ALTA and NCOLCTL conferences. The goal for this workshop is to have a greater impact by reaching more participants than one can reach during the residential workshop.

d. Workshop on Developing Learning Plans for Teaching LCTLs: During the 2014-2018 funding cycle, NALRC collaborated with the IU-CIBER (Center for International Business Education Research) to develop a "World Language Curriculum Framework that Incorporates Business" for Elementary to Superior Level of language instruction. Both IU-CIBER and NALRC are planning to make this curriculum framework available online for free to all K-16 instructors and others who express interest. If funded, NALRC will again partner with the IU-CIBER to organize a series of summer workshops on "Business in Language: Learning Plans and Scenarios." Other IU Title VI NRCs interested in this partnership are African Studies Program, Center for Latin American and Caribbean Studies, Center for the Study of Global Change, Center for Study of the Middle East, East Asian Studies Center, Institute for European Studies,

and the Inner Asian and Uralic National Resource Center. The goals of this project are to train world language instructors how to use the document "World Language Curriculum Framework that Incorporates Business" and train language instructors to develop learning plans and scenarios using the Curriculum Framework. Participants in this workshop will create learning plans based on the new framework that will be used in their classrooms and shared with colleagues. The workshops will take place annually during the summer and participation from MSIs and community colleges will be strongly encouraged and facilitated.

e. Workshop on Using New Technologies in Teaching African Languages: NALRC will collaborate with the IU Center for Language Technology, ALTA, and NCOLCTL to organize workshops on using new technologies for teachers of African languages and other LCTL instructors. ALTA and NCOLCTL will contribute towards providing accommodation support for workshop participants. NALRC requests funds to pay the workshop leader's expenses. This workshop will occur during an annual NCOLCTL/ALTA conference to maximize its reach.

1.c.1.3. **Research Projects:** (*Coordinator is Jonathan Choti, Michigan State Univ.*)

Another major goal for the Center is to support research on African language teaching and learning. Many of the instructors who currently teach African languages do so as a secondary responsibility but are primarily researchers, often in fields other than language pedagogy. The establishment of the NALRC has made it possible to encourage instructors in African language pedagogy to take the teaching, learning, *and* research of African language as critical components of the profession. NALRC does this by providing funds for TAs to attend professional pedagogy meetings such as ALTA and NCOLCTL conferences, which are co-organized by the NALRC annually. These TAs would otherwise not participate in such meetings, which provide frameworks for conducting research. NALRC also encourages TAs to do classroom research in

African language acquisition by providing Research Awards for them and by creating opportunities for them to publish their research findings. The NALRC publishes the Journal of African Language Teachers Association (JALTA) and the Journal of National Council of Less Commonly Taught Languages (JNCOLCTL), which are edited by scholars in the field and are academically peer reviewed. So far, the NALRC has published 9 volumes of JALTA and 23 volumes of JNCOLCTL. Funds are requested to continue to publish and to disseminate these important journals nationwide.

1.c.1.4. Materials Development Projects: (*Coordinator is Leonard Muaka, Howard University, in collaboration with Director Antonia Schleicher, key NALRC staff leading materials development*) If there is any area where the NALRC has made its biggest impact since its inception in 1999, it is in the area of African language material development and dissemination. Before the establishment of the NALRC, material development was one of the biggest hindrances facing African language teaching and learning in the U.S. The majority of African languages taught in the U.S. did not have instructional materials that incorporated current research in foreign language pedagogy. One of the goals of the NALRC has been to sponsor projects that will result in up-to-date teaching and learning materials for priority African languages. The NALRC has successfully sponsored the development of 33 instructional materials that incorporate current research on the teaching and learning of foreign languages (see Appendix C for the list of materials published by the NALRC). These materials are widely disseminated and are now commonly used across the nation to teach African languages. If funded, the Center will continue to sponsor projects for African languages that still lack up-to-date materials and will revise some of the materials that were previously developed to make sure the instructional resources and textbooks incorporate current research in Second Language

Acquisition. Below is a list of materials to be developed based on information collected through National Needs Assessment Surveys:

a. A Series of Standards-Based African Language Textbooks: In the past 19 years, the NALRC has developed communicatively oriented textbooks for elementary level learners for Akan, Amharic, Bemba, Bamankan, Chichewa, Egyptian Colloquial Arabic, Hausa, Igbo, Kikongo, Kinyarwanda, Kirundi, Lingala, Ndebele, Sesotho, Setswana, Shona, Siswati, Somali, Swahili, Wolof, Yoruba, and Zulu. Intermediate level textbooks for Kiyarwanda, Shona, Swahili, Twi, Yoruba, and Wolof and advanced level textbooks for Swahili and Yoruba have also been developed by the NALRC. If funded, the NALRC plans to produce a series of Standards-Based materials for priority African languages such as Akan, Bamana, Hausa, Igbo, Pulaar, Shona, Somali, Swahili, Yoruba, Wolof, and Zulu.

b. African Language Online Courses Initiative (to Provide Easier Access)

The IU School of Global and International Studies has launched an effort to offer less-commonly taught languages through online and distance learning via iuonline.iu.edu. IU has paired instructors of Zulu, Pashto, Dari, Estonian, Hungarian, Turkish, Uzbek, and Mongolian with technical support teams and online curriculum designers from IU Online and eDesign Services to produce effective, proficiency-oriented online courses. If funded, the NALRC will partner with the IU Online and eDesign Services to develop online courses for Akan, Bamana, Swahili, and Yoruba. The IU African Studies Program has agreed to partner with the NALRC on this project by contributing towards the cost of developing online courses for Swahili and Yoruba. These online courses will be aligned with the Standards-Based Textbooks in (a), above. The goal of the online courses is to provide access to learners who might otherwise not have access to high-quality African language instruction, including at MSIs and community colleges.

c. Audio CD-ROM for Standards-Based Textbook Series: If funded, the NALRC will publish audio CD-ROMs to accompany new textbooks in the Standards-based series.

d. African Language Brochures: The NALRC started developing brochures for advertising different African languages across the nation at its inception. This project has resulted in the development of 50,000 copies of brochures for Swahili and Yoruba and 20,000 copies of brochures for 91 other African languages. These brochures are distributed free of charge to different African language programs in the nation to advertise their respective African languages. Some programs have reported increases in enrollment as a result of these brochures. The brochures give basic information about each African language and the culture of the speakers (see Appendix C for a list of languages for which the NALRC has developed brochures). If funded, NALRC plans to develop updated editions of these brochures to include current issues, career possibilities, and timely events for advertisement and to promote awareness of the national need for African language. Brochures are particularly useful in outreach to K-12 and other government and non-governmental agencies.

e. Standards Development Workshops: The document, **"Standards for World Language Learning"**, states what language learners should know and be able to do with their language learning at different stages of their language education. During the 2014-2018 cycle, NALRC worked with the Standards Collaborative Board led and organized by ACTFL to develop Standards for Learning Yoruba, Swahili, and Zulu. The document "Standards for Learning Yoruba" was published by ACTFL on behalf of the Standards Collaborative Board in March 2018. Swahili and Zulu will also be published this year. If funded, the NALRC will conduct a series of workshops to bring together instructors of other African languages such as Akan,

Wolof, Bamana, Amharic, and Somali to develop Standards for their respective languages. These Standards will be published through the National Standards Collaborative Board.

All the above objectives clearly relate to the establishing, strengthening, and operating the NALRC which serves as a resource for improving the nation's capacity for teaching and learning African languages effectively.

1.d. Plans to Use Resources and Personnel for Each Objective: All the NALRC key personnel will not only serve as project administrators, but will be directly involved in carrying out and implementing each of the objectives listed above. (See section 2 for the time commitment of each key personnel).

1.d.1. National Coordination Projects: The Associate Director (AD) and the Graduate Research Assistant (GRA) will be the major players in achieving this objective. Zoli Mali, the FAB Coordinator serves as a field resource to assist the AD and the GRA as they research, collect, and document all the information needed for these projects. The GRA will serve as the main research assistant for this project. The NALRC technologist will support the GRA to upload all the necessary information on the website. Schleicher will also work with the AD to be sure that the information gathered and posted on the websites is accurate and reflects national needs. The technologists will update the Online African language map.

1.d.2. Professional Development Projects: For this project, Schleicher and the Associate Director (AD) will play a major role. Schleicher will lead most of the primary workshops, especially the summer institutes and the training of trainers workshops, to be sure that the pre- and in-service instructors are getting the best professional development and most up-to-date pedagogical methods. All the NALRC staff, including the Director (leading), the AD (co-organizing), the technologists (videorecording the workshops and assisting in all the technology

aspects of the workshops), the GRA (assisting with the planning and organizing the institutes), and the accounting representative (taking care of the financial aspect of the workshop), will be involved in these projects all year round. Esther Lisanza, from Howard University and the FAB coordinator for this project, will serve in an advisory capacity to be sure that the workshops are achieving the desired impact.

1.d.3. **Research Projects:** For the research aspect of our projects, the AD and the GRA will also play a major role by working closely with Jonathan Choti, who is the current Editor of JALTA. As an Assistant Professor, Choti is quite aware of the importance of doing research in one's field and applying the research in one's teaching. Choti will work closely with the NALRC staff, the AD, and the GRA to send out the JALTA Call for Papers on an annual basis. NALRC plays a critical role after this point. Once all the manuscripts are reviewed, selected, and revised by authors, it is the NALRC staff that oversees the process to final publication. This involves the Director (who serves as the Managing Editor of all of the NALRC publications), the AD (who will serve as the Production Editor), the GRA (who is the Editorial Assistant), the Technologists (who work with the GRA in formatting the manuscript and prepare them for publication), and the Accounting Representative (who plays a major role in disseminating the journal). This is a year-long activity that involves every key staff member. All the key personnel also participate in the publication of JNCOLCTL. NALRC plans to publish one volume of JALTA and two volumes of JNCOLCTL every year.

1.d.4. Materials Development and Dissemination Projects: Schleicher, whose experience is unparalleled in this area, serves as the series editor for all textbook publications. For years, Schleicher has been training African language scholars on applying current language pedagogical theories in writing textbooks. Schleicher has conducted several workshops on

material development and has participated in the textbook writing. She will work closely with Leonard Muaka to oversee this project. She will train the prospective writers on current pedagogical theories and will work with them to demonstrate the implication of new theoretical frameworks for textbook writing. She and Muaka will consult with the writers throughout the entire development process. The AD will also be involved in the process from the beginning of the textbook writing proposal submission to the time that the book is published and disseminated. All other key personnel are also involved as mentioned in the publication of JALTA and JNCOLCTL above.

1.d.5. Dissemination Projects: The AD, the GRA, the NALRC Technologists, and the Accounting Representative play major roles in the dissemination of the Center's publications. The Technologists advertise the textbooks on the NALRC, ALTA and NCOLCTL websites, as well as through all the listservs that NALRC manages. All NALRC key personnel attend ACTFL, ALTA/NCOLCTL and/or ASA (African Studies Association) conferences to disseminate information about all NALRC products. The GRA maintains and updates the Center listservs to be sure all products and activities are appropriately disseminated to recipients. The Accounting Representative manages all financial aspects of the dissemination activities. Brenda Wawire's serves as an advisor to assure that NALRC is reaching diverse populations with information about publications and activities.

1.e. Equal Access and Treatment

The Indiana University Equal Opportunity and Affirmative Action policy commits the University to promote the achievement of equal opportunity within the University. The OEA policy requires the University to recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on

characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status. NALRC will specifically target eligible project participants who are members of groups that have been traditionally underrepresented, such as racial and ethnic minority groups, women and handicapped persons and strongly encourage them to apply to participate in all the NALRC activities. All NALRC activities will take place in handicapped accessible buildings. NALRC celebrates diversity and is proud that its staff and workshop participants are mostly members of groups that have been traditionally underrepresented. NALRC will continue to make this a priority in the selection of participants for all activities. NALRC will also make its materials accessible to visually impaired participants by providing audio versions of our materials.

2. QUALITY OF KEY PERSONNEL

2.a. Center Director: **Antonia Folarin Schleicher**, a Professor of African Languages and Linguistics at the University of Wisconsin-Madison for 23 years before taking up an appointment at IU-Bloomington in 2012; the founding Executive Director of the IU-Bloomington Center for Language Excellence (2014-2017); the 2015 recipient of the ACTFL Wilga Rivers' Award for Leadership in Foreign Language Education (Postsecondary); the 2010 winner of the UW-Madison Chancellor's Distinguished Teaching Award; the winner of the 2010 Ron Walton Award for distinguished service for the teaching and learning of the LCTLs; and the founding Director of the NALRC will continue to serve as the Director of the Center and the Principle Investigator for the grant. Schleicher has been overseeing all of NALRC activities, projects, and administration since 1999. Before taking up an appointment at IU, Schleicher taught African linguistics, Yoruba language and culture at all levels, and Yoruba life and civilization for 23 years at the University of Wisconsin-Madison. Even though she is a trained

theoretical linguist, her interests in foreign language learning and teaching led her to conduct

research in Second Language Acquisition (SLA). As a result, she developed a course for

graduate students entitled "African Language Teaching Methods: Research and Practice."

Schleicher (2009) also developed an Online Course for Teaching African Languages. This

course is now used by teachers of many LCTLs.

Schleicher's main area of research in SLA is in the role of culture in foreign language

learning and how using a language out of its appropriate cultural context can lead to

miscommunication. Schleicher's research in the area of language and culture also led her to look

at different ways of bringing foreign culture to students in their learning environment through

multimedia technology. As a result, she developed three interactive, multimedia CD-ROMs for

learning Yoruba language and culture. Two of these CD-ROMs, which accompany her *books: Je

K'Á So Yorùbá* (Yale University Press, 1993) and *Je K'Á Ka Yorùbá* (Yale University Press,

1998) now serve as models for other LCTLs. The advanced level multimedia CD-ROM for

Yoruba that she developed in 2003, *Jé K'Á Gbó Yorùbá*, now serves as a major teaching tool for

the advanced level nationally and internationally. She was the Project Coordinator and the Editor

of *"World Readiness Standards for Learning Yoruba*", which was published in March 2018. She

has just recently completed two manuscripts on "*World Language Curriculum Framework that

Incorporates Business."* These two manuscripts will be published by the end of this summer.

Schleicher was a former president of both ALTA and NCOLCTL. She is currently the

Executive Director of NCOLCTL and ALTA and this position gives her the opportunity to work

with many LCTL professionals nationally and internationally. She was on the executive board of

Joint National Committee for Languages (JNCL) and a former member of Board of Directors of

ACTFL (2010-2013). She is on the Board of Trustees of Center for Applied Linguistics and an

immediate-Past President of the National Federation of Modern Language Teachers Association (NMFLTA). She is an inducted member of Nigerian Academy of Letters and a member of the National Standards Collaborative Board. Schleicher is constantly in communication with African language professional leaders, scholars, instructors, and learners in her role as the Executive Director of ALTA. As a result of this role, she is very familiar with the problems associated with African language pedagogy in the U.S. and is highly qualified to head a Center that serves to strengthen and improve African language learning and teaching in the U.S.

2.b. Other NALRC Key Personnel

2.b.1. Froozan Safi has an Associate of Science degree in Business Administration. She is currently the Accounting Representative for NALRC. Safi has been working at IU in different offices as an accounting associate for the past 14 years but has worked for the NALRC since 2012. She has over 10 years of experience working on activities such as processing financial documents including managing payroll and departmental and federal grant accounts. She coordinates and arranges meetings, travel, conferences and workshops reimbursement processes. She is in charge of all purchases that have to do with the grant projects. She is also in charge of dissemination of all of our publications. Safi has the experience and the capability to handle all of the Center's financial operations.

2.b.2. The Associate Director, as mentioned above, will devote 100% of their time to the administrative and project development aspect of the center. This is a newly created position that will be filled by the end of this summer. The new AD will be selected based on experience in foreign language teaching and office administration and management. NALRC intends to hire an individual with experience in teaching and learning LCTLs, though experience in African languages is preferred. Preference will also be given to a candidate that has experience with

publications, either as a scholar or as an editor, since the AD will be playing a major role in the publication of all of Center materials. The AD will also have experience organizing workshops or conferences because she or he will be in charge of coordinating Center workshops and conference activities, and will be the liaison between the various campus units and the Center. The AD will work with material developers, academic reviewers, copy editors, and Library of Congress staff to obtain the necessary ISBN numbers for our publications. The job posting that was sent out specifically targets individuals in the field of African language pedagogy that also has these administrative skills. NALRC has already received over 25 strong applications for this position. The new AD is expected to begin working by beginning of August 2018. Schleicher will guide the hiring of the new AD and will provide mentoring to ensure a smooth transition. The purpose of creating this new position is to provide Schleicher with necessary time to concentrate on Center professional development, textbook development, dissemination, and national coordination.

2.b.3. Christina Stiso, the Technology Manager, currently manages the Center website and oversees all aspects of the Center's technology issues. While Christina has two Masters degrees in History and Philosophy of Science, it is her curiosity on how things work that led her into website management and design. She has skills in Computing (MS Office [Word, Excel, Powerpoint], Google Drive, e-mail etiquette); Artistic Computing & Graphic Design (Adobe Suite [Photoshop, Premiere Pro, InDesign] and Microsoft Publisher); Website Management & Design (Wordpress, Joomla, Adobe Dreamweaver, Google Sites); LMS Management (Litmos, Canvas, Blackboard); Data Collection & Analysis (R programming); and AV Equipment (camcorders, video switcher, audio mixers, wireless microphones, speaker systems, etc.). She also has experience in teacher training and knowledge of academic publishing customs. Stiso has

both the academic background in terms of how technology works, and the ability to effectively communicate about technological needs to diverse populations. NALRC is pleased to have someone in this position that is not strictly a technologist but also knows how to deal with conference and workshops participants. Stiso is familiar with the types of technology that the Center utilizes and is able to communicate with and train others about how to use the basic technology tools needed for the smooth running of the Center's activities.

2.b.4. The Technology Assistant, **Jared Stempler**, assists the Technology Manager. Stempler is a student technology assistant and is currently working on his BS degree in Computer Science at IU and is coming to the NALRC with skills that make him qualified to work on the needed projects, such as his experience of being an IT Support Specialist with 2+ years of professional experience in troubleshooting and consulting and a versatile skill set with experience in diligent customer service, as well as solid written/oral communication. Stempler also has experience working with Java, Python, Microsoft Excel Platform: Windows XP, Vista, 7, 8, 10, Mac-OS, Linux including Ubuntu and Kali, Networking: Wireshark, and NMap. NALRC hired Stempler, who has a computer science background, so that he can assist Stiso in handling computer related issues that the center has and that Stiso might not be able to handle. Having both Stempler and Stiso's unique skillsets will strengthen the NALRC's technological capacity.

2.b.5. Graduate Research Assistants (GRAs) are selected based on experience with language studies and office administration. The individual in this position works closely with the Director, the AD, and the Accounting Representative to carry out the day-to-day activities of the Center. NALRC usually hires a graduate research assistant from either the Linguistics or SLA Department who is interested in both administration, editing, and language learning issues. It is

important that GRAs are selected based on their interest in the goals and objectives of the

NALRC. (See Appendix B for Position Descriptions of Key Personnel).

2.c. Time Commitment of Key Personnel

The Director, Antonia Schleicher, will devote 50% of her time to Center activities, with

particular responsibilities for developing and leading all professional development workshops

and guiding materials development. Grant funds are requested to cover 40% of her salary, and

the remaining part of Schleicher's salary is covered by SGIS. The AD will devote 100% of his or

her time to the Center's objectives but only 50% of the AD salary is requested from the grant.

SGIS will cover the remaining 50% of this salary. The Technology Manager (50%), the

Technology Assistant (50%), and the Accounting Representative's (50%) salaries will be

covered by SGIS funds. The GRA will devote 50% of her or his time to the objectives of the

Center. The dedicated time commitment of Key Personnel is adequate to achieve the objectives

of the NALRC. See the section on Budget Cost Effectiveness for more on support from the Dean

of SGIS.

2.d. Non-Discriminatory Selection of Key Personnel

NALRC celebrates diversity in the hiring of key personnel. The majority, if not all, of the

NALRC key personnel are persons who are members of groups that have been traditionally

underrepresented, such as members of racial or ethnic minority groups, women, handicapped

persons and the elderly. In addition, IU is actively committed to non-discriminatory employment

and to encouraging applications from traditionally underrepresented groups. IU's President has

funds allocated to increase minority representation of the university's faculty and staff.

University programs, activities, and facilities are available to all without regard to race, sex,

religion, creed, national origin, political persuasion, sexual preference, marital status, handicap,

or age. The university is an affirmative action, equal opportunity employer. NALRC will continue to strongly encourage traditionally underrepresented groups to apply for any position that is available at the NALRC and the Center will ensure that all individuals are given equal opportunity to apply and be hired. Almost 90% of the applicants for the current AD position are from traditionally underrepresented groups.

2.e. Past Experience of Key Personnel

The qualifications of the proposed key personnel include evidence of past experiences and trainings in fields related to the objectives of the project. Antonia Schleicher has over 30 years of experience in teaching African languages and over 25 years of experience in African language leadership. Froozan Safi has been working for the NALRC since 2012 but has been working at different offices at IU for almost 14 years. Stiso has experience working with other technology related companies and has taught as a graduate teaching assistant at IU and other universities before she joined the NALRC. Jared Stempler worked previously at IU technology support services. The new AD will join NALRC with strong competence in African language teaching and learning, and at least 3-5 years of experience in office/academic administration. The qualifications that the current key personnel possess, including those that we expect the new AD to bring, allow the NALRC to carry out its mission of strengthening, expanding, and improving programs in African language study.

3. BUDGET AND COST EFFECTIVENESS

3.a. The Director, the Associate Director (AD), the Technology Manager, the Technology Assistant, the Graduate Research Assistant, and the Accounting Representative play major roles in achieving the goals of the NALRC. In order to make the budget cost effective, the Dean of SGIS will cover the salary of the Accounting Representative for the entire amount of time (50%)

she will be devoting to NALRC activities. In addition, even though the Director will devote 50% of her time to Center activities, only 40% of her salary is requested, and only 50% of the salary of the AD is requested even though the AD will devote 100% of his or her time to the work of the Center. The remaining 50% of the AD's salary will be covered by SGIS. The Dean of SGIS will also cover the tuition remission for the graduate research assistant, though funds are requested for the stipend. These primary personnel will work with the national coordinators and other stakeholders to achieve the Center's goals and objectives. Other funds requested are for paying workshop co-leaders for the various workshops that will be organized. Funds are also requested for materials development and dissemination, which will make African languages more accessible to different sectors. Funds have been budgeted for teacher training workshops, which will significantly increase the numbers of students, trained teachers, and expert coordinators of African language programs. Funds have been requested to support the Center's dissemination activities at the national level (e.g., funds to publish and to disseminate NALRC publications on the web and in paper, and for travel to conferences and regional seminars to present the findings of Center's research). The support from the IU Dean of SGIS makes it possible to request a cost-effective budget that is adequate to support project activities. NALRC also leverages its many collaborative partners at IU and across the nation, which contributes to a reasonable budget in comparison to the significant outcomes of the projects.

4.0 EVALUATION PLAN

The NALRC will continue to use the external evaluation plan designed by the Center for Evaluation & Education Policy (CEEP), an internationally and nationally recognized and fully self-funded independent, non-profit external evaluator with over $12 million annually in research expenditures. CEEP's content-diverse portfolio of projects includes extensive experience

conducting external evaluations of programs funded by the U.S. Department of Education (ED), the U.S. Department of State, National Science Foundation and NATO; and providing evaluation technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement at the Department of Education. This evaluation plan, which was used during the last cycle, will produce meaningful data to assess NALRC's progress in reaching its goals.

Evaluation Components. The evaluation specifically focuses on measuring the extent to which NALRC successfully meets four established goals (corresponding to the Title VI priorities): (1) Increase the number of trained language instructors and language coordinators, including those at MSIs and community colleges, with the content knowledge and pedagogical skills needed to effectively coordinate programs, develop curricula, and teach LCT African Languages; (2) Increase the development and dissemination of new effective, research-based teaching materials for teaching and learning LCT African languages, including targeted dissemination to MSIs and community colleges; (3) Increase participation in opportunities for research collaboration and knowledge production related to African languages; and (4) Increase African language information and resources available to Government and Non-Government agencies, K-12 teachers and students, researchers, learners and instructors. As evidenced in the table below, NALRC has developed meaningful and specific objectives (referred to as *performance measures* for the purposes of this proposal) linked to each of these four goals; and to develop project-specific, and quantifiable, outcome measures (referred to as *indicators* for the purposes of this proposal) to assess progress towards goals. Similar information plus corresponding activities and annual targets are included in Appendix D on the required Performance Measure Form (PMF).

Key to Priorities	
LRC Competitive Preference Priority 1: Priority languages selected from the U.S. Department of Education's list of LCTLs	**CPP 1**

LRC Competitive Preference Priority 2: Applications that propose significant and sustained collaborative activities with one or more minority-serving institutions (MSIs) or community colleges	CPP 2

Project Goal #1: Increase the number of language instructors and language coordinators, including those at MSIs and community colleges , with the content knowledge and pedagogical skills needed to effectively coordinate programs, develop curricula, and teach LCT African Languages (CPP1, CPP2).

Performance Measures	Indicators	Timeline	Method
A) Increase the number of language instructors and language coordinators participating in LCT African Language institutes and workshops by 200 by the end of 4 years	• Number of language instructors and language coordinators who participate in trainings and workshops	Annually	Center records
B) Increase the number of language instructors and language coordinators from MSIs and community colleges that participate in LCT African language institutes and workshops by 40 by the end of 4 years	• Number of language instructors and language coordinators from MSIs and community colleges who participate in trainings and workshops	Annually	Center records
C) Each year a minimum of 80-90% of participating language instructors will report using the content knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching	• Percentage of language instructors who report using the content knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching • Percentage of language instructors who report using the target language 90% or more of the time in their classroom teaching of LCT African languages • Percentage of language instructors who report using Backward	Annually Annually Annually	Post program (follow-up) survey of participants Post program (follow-up) survey of participants Post program (follow-up) survey of participants

	Curriculum Design in their classroom teaching of LCT African languages		

Project Goal #2: Increase the development and dissemination of new effective, research-based teaching materials for teaching and learning LCTL African languages, including targeted dissemination to MSIs and community colleges (CPP1, CPP2).

Performance Measures	Indicators	Timeline	Method
A) Increase the development of new effective, research-based teaching materials for teaching LCT African languages by 20 by the end of 4 yrs.	• Number of new books developed that meet peer review standards (academic review by scholars in the field) • Number of other materials, including training videos, Audio CD-ROMs and Curriculum and learning plans developed by the Center	Annually Annually	Center records Center Records
B) Increase the numbers of language instructors and other key stakeholders in possession of new effective, research-based teaching materials for teaching LCT African languages by 200 the end of 4 years	• Numbers of new books sold or complimentary copies distributed • Number of training videos disseminated to African language instructors; Number of times training video is viewed online • Number of persons attending conference presentation(s) related to developing learning plans for teaching LCT African	Annually Annually Annually	Sales receipts/Distribution records Center records/web analytics Center records
C) Increase the numbers of language instructors from MSIs and community colleges in possession of new effective, research-based teaching materials for teaching LCT African languages by 20 by the end of 4 years	• Numbers of new books sold or complimentary copies distributed to MSIs and community colleges • Number of Learning Plans document disseminated to MSIs	Annually Annually	Sales receipts/Distribution records Center records

Project Goal #3: Increase participation in opportunities for research collaboration and knowledge production related to African languages. (CPP1)			
Performance Measures	**Indicators**	**Timeline**	**Method**
A) Increase the participation of Teaching Assistants (TAs) in African language conferences focused on research collaboration and knowledge production by 200 by the end of 4 years	• Numbers of TAs attending ALTA or NCOLCTL conferences	Annually	Center Records
B) Increase the collaborative relationships between and among researchers in fields related to African languages and pedagogy by 10% each year	• Numbers of persons participating in NCOLCTL and African Language Teachers Association annual conferences • Number of persons participating in collaborative research groups • Percentage of collaborative research group members and conference participants who "agree" or "strongly agree" that the research group/conference has strengthened their collaborative relationships with others in the field	Annually Annually Annually	Center records Center records End of Conference Survey/Research Group Survey
C) Increase opportunities to publish research related to African languages and pedagogy through the publication of a minimum of 2 volumes of African language/LCTL journals each year; and increase interest in publishing research related to African	• Number of volumes of JALTA and JNCOLCTL published; Number of different individuals contributing to articles in the two journals • Percentage of conference participants, research group members and TAs who "agree" or "strongly agree" that their interest in publishing research related to African languages and pedagogy has increased as a result of participation • Percentage of conference participants, research group	Annually Annually Annually	Center records; analysis of journal content End of Conference Survey/Research Group Survey/TA Survey End of Conference Survey/Research Group Survey/TA Survey

Performance Measures	Indicators	Timeline	Method
languages and pedagogy by 10% each year	members and TAs who "agree" or "strongly agree" that they intend to submit academic papers related to African languages within one year of participation		

Project Goal #4: Increase African language information and resources available to Government and Non-Government agencies, K-12 teachers and students, researchers, learners and instructors. (CPP1)

Performance Measures	Indicators	Timeline	Method
A) Increase by 10% annually K-12 teacher, researcher, learner and instructor access to basic information on African languages and cultures through the development and dissemination of African language brochures, on-line resources and on-line technology materials	• Number of African language brochures developed or redesigned • Number of brochures disseminated and/or accessed electronically • Number of web hits for African language map and African Language Program inventory	Annually Annually Annually Annually	Center Records Center Records and web analytics Web analytics Web analytics

Evaluation Timeline: Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation (see Appendix for more detailed timeline). Conference surveys, research group surveys, and instructor (TA) surveys will occur throughout all four years and will provide valuable data for continuous improvement.

The first half of the project will focus on formative evaluation, where NALRC evaluates the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. National needs assessment surveys will be conducted annually throughout the four years, though results from the national needs assessment will be

particularly helpful in the first two years as it will allow for needed changes and improvement to ensure that program goals are met. In year three, the evaluation focus will shift to impact, even though outcome data will also be collected throughout all four years. Summative evaluation in years 3-4 will primarily analyze the longer-term outcomes of NALRC activities/programs. To facilitate the measuring of long-term outcomes, the program will maintain and regularly update a database housing participation records and contact information. Longitudinal surveys will help assess how NALRC training and resources have been sustained and have had institutional impact at programs across the nation.

5.0 ADEQUACY OF RESOURCES

The Dean of SGIS has demonstrated his full support for the objectives of the NALRC, not only by writing a strong letter of support, but by also providing the adequate number of offices, facilities, and technological equipment necessary for NALRC to carry out its functions. The IU technology support services is an important resource for NALRC technology needs. IU provides facilities for the institutes and workshops that NALRC organizes. The SGIS shared services staff also provide needed support to NALRC staff in carrying out their activities for the Center.

The IU Center for Language Technology (CeLT) is also supportive of NALRC activities by providing leadership and technological expertise to support NALRC's initiatives. CeLT's services include providing world class technology for world language education, supporting language faculty and associate instructors in pursuing excellence in teaching using new language technology tools, securing language labs with audiovisual equipment, video production and editing, and videotape duplication. IU Disability Services for Students is an office whose mandate is to promote students' independence and assess their abilities, not disabilities. The NALRC staff work in consultation with this office to find ways in which the

NALRC materials and services can be made accessible to language learners with disabilities. Access to these IU resources and facilities will help NALRC achieve its goals.

6.0. THE NEED AND POTENTIAL IMPACT

The establishment of the NALRC clearly changed the face of African language teaching in this country through the regular training of graduate students, instructors, and native speakers who are employed to teach these languages.

6.a. The Extent that the Proposed Materials or Activities Are Needed

6.a.1. Need to Provide Training Opportunities for Pre-/In- Service Instructors

As long as majority of African language instructors in the U.S. are graduate students, there will always be the need to provide training opportunities for both new and continuing African language instructors. The fact remains that the majority of those who teach African languages in the U.S. are graduate or non-graduate native speakers of their respective languages who do not have experience teaching their languages to non-native speakers. With that situation at hand, it is necessary to continue to train these native speakers as they begin to professionally teach in language classrooms.

6.a.2. New Approaches to Teaching World Languages

The field of Second Language Acquisition is constantly evolving and new approaches to teaching languages effectively are being developed as a result of research in world languages. Both new and continuing instructors need to be trained in these new approaches so that they can teach more effectively using current frameworks.

6.a.3. The Need for Training Trainers

There is a constant need to prepare future leaders in any field. As members of the African language profession are retiring, there is a great need to train future leaders to continue the

leadership role. Hence, the need for the Training of Trainers is to prepare people who would train others on material, curriculum, and professional development, and to develop future leaders in the field.

6.a.4. The Need for Developing New Research-Based Teaching and Learning Materials

NALRC has developed communicative oriented textbooks for many African languages, and many new world language textbooks are now being developed using Standards-Based approaches. The potential for the study of African languages among African Americans, heritage learners, traditional and non-traditional students, and other minority students is greatly increasing; thus, the need to develop and disseminate new teaching materials that reflect current research in effective teaching strategies to diverse learners and performance-based instruction is also great. There is also a clear need to continue to provide professional development and to improve language instruction through pre-service and in-service language training for African languages. These are core goals of the NALRC.

6.a.5. The Need for Dissemination of Materials and Research

As the NALRC is developing African Language Brochures, teaching materials, and promoting research among African language instructors, there is a need for the dissemination of these materials and for research information so that instructors, students, and the public can have access to these resources and learn more about the national importance of African languages. This is why dissemination of materials is one of NALRC's major goals. Dissemination and promotion of NALRC and its materials is conducted through websites, listservs, and by exhibiting at different conferences. Research is widely shared through academic journals that are published by NALRC. The opportunity that the NALRC is providing for African language

instructors to publish their research is leading the way for many of them to acquire full-time

teaching jobs at different institutions. There is a need to continue this dissemination project.

6.b. The Likelihood of the Center Materials Being Used throughout the U.S. and the

Impact of the Center's Professional Development Workshops

Since its inception as a national Center, the NALRC has been structured in such a way that the

national ALTA members play a major role in the various activities. African language scholars

from different universities, including an MSI, oversee the different major projects in an advisory

role. This allows members of this field to take ownership of what is occurring at the Center,

thereby making it a truly national center. The Center organizes the annual conference of ALTA,

which provides an infrastructure for the field of African language learning and teaching. It

creates an annual forum where all stakeholders of African language learning and teaching meet

and discuss issues that strengthens the field as a scholarly profession. The ALTA conference that

the NALRC organizes annually is both a national and international conference (see support

letters from the President of ALTA, Professor of Swahili, Dr. Leonard Muaka from Howard

University). The Center also houses the Secretariat of this organization. NALRC is unique in the

sense that it is the only LRC that works closely with the professional organization that represents

the languages and cultures of the region for which the NALRC coordinates projects. The Field

Advisory Members are ALTA members and leaders. As a result, participants for the pre-service

and in-service trainings attend from different African language programs in the nation. Since the

learning materials are developed and reviewed by members of the field, different national

programs, including at MSIs, HBCUs, and community colleges tend to utilize these materials

because they participate in the development process and are familiar with the quality of the

materials.

Almost all of the current African language coordinators in the nation have participated in at least one activity at NALRC, thus when they become coordinators of their language programs, they are eager to encourage new instructors to also attend NALRC professional development workshops because they have experienced them first hand and can vouch for the impact they had on their professional development. Below is a quote from one of the NALRC 2018 Summer Professional Development Workshop participants thanking his supervisor for sponsoring him to attend the workshop.

"This workshop was amazing and it's what I needed before stepping into a class, I'm proud that I have such a supportive supervisor and you sent me to learn at this workshop. I learnt a lot, numbers cannot even start counting the good things I have learnt from this workshop. Right now I am a better instructor and I am saying this with confidence. Again, I'm so grateful you sent me to this workshop." Bonginkosi Gumbi, University of Florida, Gainesville.

The language coordinator and supervisor that sent Mr. Gumbi to this recent workshop was also a former participant of an NALRC workshop. (See Appendix C for Letters of Support and for evidence of the impact NALRC is making).

The summer 2017 and 2018 NALRC annual institutes and workshops brought participants from University of Wisconsin-Madison, Five Colleges - MA, Univ. of Florida-Gainesville, Boston University, Abia State University-Nigeria, Florida State University, Indiana University, Ohio University, Howard University, University of North Carolina Chapel Hill, Kansas University, Oodles of Fun Kids Co in Houston, TX, to name only a few. The list demonstrates the national representation in the activities of the NALRC. The Center has trained over 1000 instructors since its inception and each instructor that is trained impacts the many students they teach. (See Appendix C for examples of the diversity of participants across the nation that participate in NALRC projects).

6.c. Extent to Which the Proposed Project Contribute to Improving Programs in the U.S.

Support letters all across the nation speak to how NALRC activities are contributing significantly to strengthening, expanding, and improving programs of African language instruction in the U.S. (See Appendix C Pg.1 for support letters from the field). Some of the letters come from individuals who speak to how their experiences at NALRC workshops made them better teachers and has led to increased enrollments in their classes. Some comment on how NALRC has helped them and their students to take the teaching and learning of African languages more seriously because of the availability of superior materials for teaching these languages.

The impact that the NALRC has made in the past 19 years in strengthening the learning and teaching of African languages in the U.S. is an indication that, if funded, the NALRC will continue to take its role to a new level. (See Appendix C that shows the distribution of NALRC published materials across the nation). NALRC also anticipates that the results of research on the learning of African languages will raise new theoretical issues about second language acquisition that will make the field more robust and effective.

7.0 LIKELIHOOD OF ACHIEVING RESULTS

One way to demonstrate the likelihood of achieving results is to look at some of the successes of the NALRC since it was funded 19 years ago. Below are direct quotes from what those who have benefited from previous NALRC activities are saying. (See Appendix C - Voices from the Field).

"I am so glad that I attended this workshop. When I started teaching Swahili in the US, I did not have adequate experience of teaching beginning language learners. I had taught Swahili for about a year in Kenya, but only to fluent Swahili speakers. Before I came to the US, I had just completed my bachelor's degree in education and I had been teaching the English language and literature to Kenyan high school students. I received a teaching assistantship position for Swahili because of my teaching experience back home but when I came over, I realized that teaching beginning adult learners was a totally different experience, especially when coupled with the cultural difference. I believe that most of my colleagues, if not all at this workshop, have a similar experience. Coming to this NALRC professional training has been a blessing! The knowledge with which we are leaving IU is definitely going to change our experience as teachers. I believe that if my colleagues and I uphold the principles and methods of teaching that

we have learned, not only will our classes be enjoyable, but enrollment in our languages will also increase." Magdalyne Oguti Akiding - Ohio University, 2017 NALRC Professional Development Workshop (Swahili Instructor).
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*"There is no Language Resource Center that does what NALRC does. Since its inception, NALRC has been the leader in the professionalization of the field of African language instruction in the country. Before its creation, African language teaching and the training of teachers were peripheral activities. The NALRC set new high standards and goals for both the instruction of African languages and the training of teachers. Its groundbreaking and continuous training of African language teachers have benefited most, if not all, professional African language teachers in the country. The NALRC has effectively moved African language teaching from its traditional peripheral sphere to the center to address the national needs of the United States. (*Prof. Fallou Ngom, 2018, African Studies Program Director, BU) – Prof. Ngom was one of the TAs trained at the NALRC Workshop. Now, he is not only a leader in the field, he also sends all his pre-service and in-service instructors to the NALRC workshops or activities every year!
****

"In my view, this Center stands as the model for the Language Resource Centers in general and for the field-centered LRCs in particular. The programs of Dr. Schleicher's Center: among which are the National African Language Program Coordination that serve academic and government interests, African Language Materials Development and Dissemination and Professional Development for African Language that serve teachers and students, represent exactly what national language resource centers should aspire to be: a service to the entire field, a national resource for all teachers and languages in the area of African languages literatures, and cultures. The series of databases and materials they are developing are superb in their scope and in their focus on addressing the needs of the entire field. It is absolutely clear that anyone interested in African languages in the United States must start at this source."
Dr. Richard Brecht, American Councils on International Education – 2018 (the co-founder of NCOLCTL)

7.a.1. Quality of the Outlined Method and Procedures for Preparing the Materials

Since 1999, the NALRC has followed the appropriate academic and peer-reviewed procedures

that all academic presses follow in preparing and publishing all of their materials, whether

textbooks or journals. For textbooks, below are the procedures:

    i.   NALRC first identifies the new or current theoretical framework that the textbooks will

        be based on. For example, if funded, NALRC would want to develop new materials

        based on Backward Curriculum Design and Standards.

ii. Potentials writers are invited for a workshop to train them on the new theoretical framework if they are not familiar with it.

iii. At the end of the theoretical framework training, scholars who are interested in developing materials for their languages will be sent an invitation to participate in the material development project. Those who agree to participate will be required to send in a proposal which will contain the table of contents for the textbook, the introductory lesson and one or two more lessons. An example of what the proposal should look like will be sent to all interested scholars.

iv. When the NALRC office receives the proposal for writing a textbook, the proposal will be sent to two or three scholars in the field who are familiar with the theoretical orientation that the materials will be based on.

v. If two out of three scholars accept the proposal, the author will be asked to proceed with the development of the textbook. Authors are given the permission to contact the NALRC for any questions they might have while writing the textbooks.

vi. At the completion of the first draft of the materials, the NALRC Director will go over the draft to be sure it complies with the theoretical orientation from the beginning to the end. Schleicher sends the manuscript to the editorial assistant to review the formatting.

vii. If all aspects of the manuscript are deemed appropriate, then the manuscript will be sent to two or three scholars for a peer review process. If two out of the three scholars say that the book is publishable with suggested corrections, the manuscript will be sent to the author to make the corrections suggested by the reviewers.

viii. After the author has revised the manuscript based on the suggestions of the reviewers, then the editorial assistant (the GRA who is experienced in editing) will prepare the manuscript to go to a copy editor

ix. After the manuscript is copy edited, NALRC will send the manuscript back to the author to incorporate all the copy editor's suggestions where applicable.

x. The author sends the second draft back to the NALRC office where the manuscript is prepared for production editing. The technology assistant inserts all the necessary images or diagrams to be sure they are in the required high quality needed for printing the manuscript.

xi. At the end of the production editing, the manuscript will be sent to the printer, who will prepare the galley proof.

xii. While the manuscript is with the printer, the technologist will be preparing the cover design and may also ask a scholar who has reviewed the manuscript to prepare the Foreword to the Book. Other scholars might be asked to make a statement on the book for the back cover and promotional materials. The ISBN will also be requested by the GRA. Information needed from the Library of Congress for the book to be published will be requested.

xiii. After the galley proof is received from the printer, the AD and the GRA, as well as the author, will review the galleys to be sure that everything is okay before the final draft is printed.

xiv. At the receipt of the copies of the textbook from the printers, NALRC staff will send complimentary copies to different African Studies programs or different instructors of the target language, particularly to those at MSIs and community colleges.

By the time a book is published by the NALRC Press, it would have been vetted and approved by three to five scholars in the field. If funded, all the textbooks that will be published during the new cycle will go through the same rigorous procedures. All of the journals and other materials that the NALRC publishes also go through a similar review process. This is why it takes, at the very least, a year for a book to be published by the NALRC. Checks and balances are established and ensure quality outcomes for the materials published.

7.a.2. Professional Development Activities

What makes the NALRC professional development activities transformational, as many past trainees have described the institutes and workshops, is the incorporation of micro-teaching and modeling sessions. During the workshops, the Master Teachers do not just talk about how to achieve or use effective teaching strategies as many programs do. Master Teachers begin by discussing the new research based teaching strategies. They then give a teaching demonstration to the participants to illustrate how a theoretical framework is applied in the actual teaching of the language to non-native speakers. The participants then watch the Master Teachers do a "Self Reflection" exercise, considering what did and did not go well in their teaching demonstration. Then the group discusses what the Master Teachers could do to make the lesson better. The participants are given several opportunities to watch their workshop leaders discuss, give a demonstration that focuses on the discussion topic, and go through a self-evaluation of their teaching before the learners (participants) do their evaluation of what they have just experienced as learners. This modeling is extremely beneficial. After watching the Master Teachers for five days, the remaining five days of the workshop provide multiple opportunities for the participants to do teaching demonstrations themselves. By the time they do their third or fourth teaching demonstration, one will hear them saying, "I have been teaching for 20 years, I did not know I

have been cheating my students all these years because of not being trained in these effective

strategies." Another participant similarly reported that "I feel so sorry for all my previous

students and I feel like I need to go and apologize to them for the way I have cheated them of a

good learning experience!"

When one speaks about NALRC impact, one must not think only about the number of

participants or the number of textbooks published. While the quantifiable numbers are

impressive, NALRC is more concerned about the quality of training that the professional

development participants receive and the opportunity for learners to have access to learn African

languages through the NALRC textbooks that did not previously exist. A President of a company

that buys NALRC textbooks to resell to different people has this to say:

 "We have been a reseller of foreign language products since 1989. We sell to government
agencies, academic institutions and individuals. NALRC has been invaluable as a resource for
African language textbooks and dictionaries for our customers and I only wish that they would
publish more books! *Cindy Tracy,* President, World of Reading, Ltd.

7.b. Are the Plans for Carrying Out Activities Practicable?

The plans described above work for NALRC publications are well organized and efficiently

designed. They are aligned with professional publishing standards and are the same steps that

have worked for all the materials published by the NALRC. NALRC also has the needed staff,

networks, and leadership to carry out all proposed activities, including its professional

development activities. Professional development procedures are common to teacher training

programs, such as in schools of education, where teachers are trained through a series of

discussions and teaching demonstration. The participants who have attended NALRC activities

talk about how attending these workshops have transformed them into better teachers who are

more learner-centered instead of teacher-centered. They report that they are now able to create

classroom environments that are conducive to learning. The plans are all achievable and practicable, as demonstrated by previous success with this approach and because the activities utilize the most effective and sustainable techniques that are informed by new developments in research and learning pedagogy. Since NALRC is committed to continual improvement and growth, if funded, it will strive to make the methods of preparing the textbooks better and also find innovative ways to make the professional development activities produce even more results.

Antonia Schleicher, who will continue to serve as the Director, brings to these projects her experience as the former Vice-President (1991-1994) and President of ALTA (1994-1998), the Vice-President (2001-2002), President of NCOLCTL (2003-2004), and Executive Director of NCOLCTL (2004- Present) and ALTA (2008-Present). She is familiar with organizing and coordinating projects for ALTA and with ALTA members and for NCOLCTL. She knows the national needs and priorities of the field well and has over 25 years of experience in teacher training, material development, instructional technology, and administration. Antonia Schleicher will devote 50% of her time working with various project coordinators to ensure the success of all the projects. She will oversee the curriculum and material development project to be sure that all material developers are appropriately trained in the current theoretical orientation for the material development. She will lead all professional development projects and will work closely with the field coordinator for the Summer Institute and workshops to be sure that the instructors from diverse institutions are gaining and practicing effective strategies for the learning and teaching of world languages.

8. DESCRIPTION OF FINAL FORM OF RESULTS

8.a. Publication of Journals (JALTA and JNCOLCTL): The NALRC will publish JALTA and JNCOLCTL on annual basis in collaboration with ALTA and NCOLCTL leaders. These

journals have featured a wide variety of up-to-date research in African language pedagogy and in LCTLs pedagogy in general. NALRC's oversight of these national publications will help NALRC track its own progress of disseminating research to the field. See the rigorous procedure for publishing these journals in section 7 above.

8.b. Pre-/In-Service Workshops for Instructors and Trainers: Instructors of African languages from different parts of the U.S. will be invited to participate in the annual intensive two-week institutes, particularly from MSIs and community colleges. Two workshops will be available: one for beginning instructors (designed with MSI and community college instructors in mind) and another one for coordinators, emerging teachers, or experienced teachers who would like to take up leadership roles in the field by participating in the Training of Trainers Workshop (see section 7 on the rigorous procedure for the professional development workshops). Through observations during the teaching demonstrations, NALRC will see short-term impact and whether the goals of the workshops have been achieved or not. NALRC will also do a follow up survey to find out how many of the instructors are using the new approaches to teaching in their classes after the workshops. Those who participate in the Training of Trainers' workshops will be required not only to provide teaching demonstrations to the beginning instructors, but to receive training to lead discussions on theoretical issues with regards to world language education. After the discussions, they will do a teaching demonstration to show how the theoretical orientation plays out in actual teaching context.

8.c. Annual International Conferences of ALTA and NCOLCTL: On an annual basis, the NALRC co-organizes a conference for both ALTA and NCOLCTL members. NALRC will have a session at this annual conference where research on African language pedagogy will be presented. The goal of this project is to facilitate communication within the field and among

LCTL instructors. The mere fact that scholars of NCOLCTL continue to come every year to present their research and network with others in the field indicates the success of this initiative. NALRC is planning to co-organize the 22nd NCOLCTL and 23rd ALTA conference in 2019.

8.d. Publication of Materials Developed: NALRC has been taking the lead (and will continue to do so) in publishing exceptional materials for teaching and learning African languages, not only to make them available to others, but also to encourage instructors to develop such materials. The materials will be vetted and reviewed by scholars in the respective languages before they can be published as stated in section 7 above. NALRC follows exactly the same publication processes of all academic presses.

8.e. ULIMI: The NALRC will continue to publish its annual bulletin, ULIMI, and distribute it nationally to university foreign language coordinators, all African Studies programs, and organizations that are interested in African languages. This Bulletin provides a summary of the research projects and the materials that are developed through the Center.

8.f. Website: Aside from the Bulletin, the Center has a website where research papers, project descriptions, and notices of activities and conferences will be available. This website also publicizes the African language map, and the program inventory.

8.g. Directory of Professional Consultants: The NALRC has created a directory of Professional African Language Consultants. These consultants are selected nationally based on their expertise and this service is publicized nationwide. Whenever the NALRC office is contacted with a request for a consultant in a particular African language, the request is sent to the list of African language consultants that the NALRC keeps and updates on a regular basis.

8.h. Listserv: The Center manages a listserv that is used to announce conferences, projects and activities, and job postings for African language instructors.

9. COMPETITIVE PREFERENCE PRIORITY 1

All languages that NALRC supports activities for are priority LCTL languages. These are Akan, Amharic, African colloquial Arabic (such as Sudanese Arabic, Moroccan Arabic, Algerian Arabic, Sudanese Arabic), Bamanakan, Berber, Dinka, Hausa, Igbo, Oromo, Somali, Swahili, Tigrinya, Wolof, Xhosa, Yoruba, and Zulu. Additionally, NALRC has the unique opportunity to address all the LCTLs on the U.S. Department of Education's priority list, with the publication of the Journal of the National Council of Less Commonly Taught Languages, the pre-conference workshop that the NALRC organizes annually for teachers of all LCTLs, and a conference organized for LCTL researchers, scholars, teachers, government and non-governmental agencies, heritage learners of LCTLs, and anyone interested in LCTL learning.

10. COMPETITIVE PREFERENCE PRIORITY 2

NALRC will directly achieve the Competitive Preference Priority 2 by providing high-quality African language pedagogical training to MSI and community college instructors at its two-week Summer Institute for African Language Instructors, which is specifically designed to support the needs of MSI and community college instructors.

CPP2 is also advanced through NALRC's relationship with Howard University. Esther Lisanza, the FAB Coordinator for Professional Development, and Leonard Muaka, President of ALTA, are both faculty at Howard University and are key personnel in the proposed activities (see letters of support). Mbye Cham, a member of the NALRC National Advisory Board, is also at Howard, where he is the Director of African Studies. In 2017, NALRC assisted Howard University in applying for a successful Yoruba Group Project Abroad and Antonia Schleicher continues to serve as a consultant to Dr. Bayo Omolola, the Yoruba Group Project Abroad

Director and a Lecturer at Howard University. (See Dr Omolola's letter of support in Appendix C).

This collaboration with Howard is critical to NALRC's mission of expanding access to diverse instructors and learners of African languages. Not only does the relationship allow NALRC to strengthen the instruction of African languages at Howard University, but it will help in recruiting participation from other MSIs to attend NALRC institutes and workshops. Further, the relationship with Howard will support the use of online coursework in African LCTLs at Howard and, again, at other MSIs and HBCUs.

Other Attachment File(s)

* Mandatory Other Attachment Filename: `1234-APPENDIX_A_CVs_FINAL.pdf`

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CURRICULUM VITAE OF THE NATIONAL AFRICAN LANGUAGES RESOURCE CENTER (NALRC) STAFF AND ADVISORY BOARDS

1. **Curriculum Vitae of the Staff**
   a. Professor Antonia Folarin Schleicher
   b. Christina Stiso
   c. Froozan Safi
   d. Jared Stemper

2. **Curriculum Vitae of the Field Advisory Board Members (Project Coordinators)**
   a. Esther Mukewa – Howard University
   b. Leonard Muaka – Howard University
   c. Brenda Wawire – University of Kansas
   d. Jonathan Choti – Michigan State University
   e. Zoli Mali - Boston University

3. **Curriculum Vitae of the National Advisory Board**
   a. Audrey Mbeje – Past President of ALTA, University of Pennsylvania
   b. Richard Brecht – Co-Director, American Councils on International Studies
   c. Mbye Cham – Director, National Resource Center for African Studies, Howard University
   d. Charles Bwenge – African Language Coordinator, University of Florida, Gainesville
   e. Fallou Ngom – Director, African Studies Center, Boston University
   f. Wafa Hassan – Arabic Director Global Educational Excellence – Ann Arbor, MI

4. **Curriculum Vitae of the Indiana University's Local Advisory Board**
   a. Hilary Khan, Assistant Dean of the School of Global and International Studies
   b. John Hanson, Director, African Studies Program
   c. Alwiya Omar, African Languages Co-coordinator
   d. Martha Nyikos, Curriculum and Instruction
   e. Esther Ham, Department of Germanic Studies

APPENDIX A1: Staff CVs
<u>Antonia Schleicher</u>

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Antonia Folarin Schleicher
Indiana University-Bloomington

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EDUCATION

ACTFL/ILR OPI Certified Tester for Yoruba, February, 2010
Certificate in Oral Proficiency Testing, ACTFL Tester for English, February, 1989
Ph.D.   General Linguistics, Univ. of Kansas. May, 1987
M.Phil. General Linguistics, KU. October, 1985
M.A.   General Linguistics, Univ. of Ibadan, Nigeria. 1982. Certificate for National Youth
        Service Corps, Nigeria, 1981
B.A.   General Linguistics, University of Ibadan, Nigeria, 1980

EMPLOYMENT HISTORY

2014	Executive Director, Indiana University Center for Language Excellence
2012-Present	Executive Director, Indiana University Language Resource Centers and Visiting Professor of Linguistics and African Languages, Indiana University, Bloomington
2012-Present	Director of National African Language Resource Center (NALRC), Indiana University, Bloomington
2000-2012	Professor, Department of African Languages and Literature, University of Wisconsin, Madison
1999-2012	Director, National African Language Resource Center (NALRC), University of Wisconsin, Madison
2008-2010	Director, African Languages Flagship Center, University of Wisconsin, Madison
2006-2008	Chair, Department of African Languages and Literature, University of Wisconsin, Madison.
1997-2000	Associate Professor, Department of African Languages and Literature, University of Wisconsin, Madison
1998	Director, Summer Cooperative African Language Institute (SCALI), University of Wisconsin, Madison, African Studies Program
1991-1997	Assistant Professor, Department of African Languages and Literature, University of Wisconsin, Madison
1993-1995	Director, Summer Group Project Abroad (Advanced Yoruba and Hausa in Nigeria)
1989-1991	Visiting Assistant Professor, Department of African Languages and Literature, University of Wisconsin, Madison
1988	Co-Director, African Languages Program, Yale University
1987-1989	Lecturer, African and African-American Studies, Yale University
1985-1987	Instructor, Department of Linguistics, University of Kansas
1984-1985	Research Assistant, Center for Public Affairs, University of Kansas

| 1983-1984 | Instructor, Department of Linguistics, University of Kansas |
| 1980-1981 | Instructor, Teachers' Training College, Ayangba, Benue State, Nigeria |

HONORS, AWARDS AND SCHOLARSHIPS

Total of 27 honors and awards since 1980. Selected ones listed below:

2016	Adam W. Herbert Presidential Scholars Program Award in recognition of my support of Melissa Bond an undergraduate who was a Scholar in the Presidential Scholars Program
2015	2015 ACTFL Wilga Rivers Award for Leadership in Foreign Language Education (Postsecondary)
2014	OSU Center for African Studies Oyekan Owomoyela Endowment Fund for Yoruba Studies 2nd Annual Award
2013	Yoruba Studies Association of Nigeria Award
2012	Induction into the Nigerian Academy of Letters (highest academic award in the Arts and Humanities in Nigeria)
2010	Ron Walton Award, A Lifetime Award for Distinguished Service for LCTLs teaching and learning
2010	University of Wisconsin, Madison Chancellor's Distinguished Teaching Award
2008	Exceptional Service Award given by the University of Wisconsin, Madison Freshmen Interest Group (FIG) Program
2008	Honored Instructor Award by the University of Wisconsin, Madison Chadbourn Residential Hall students, for an effective teacher
2006	U.S. President's Gold Award for Volunteer Service on over 500 hours per year devoted to promoting LCTLs
2005	Egbe Omo Oduduwa International Chapter, GA. Distinguished Service on Yoruba Studies worldwide
2004	Egbe Omo Oduduwa Long Island Chapter, NY. Distinguished Service on Yoruba Studies in the U.S.
2000	African Language Teachers Association Distinguished Service Award
1998	African Language Teachers Association Outstanding Dedication and Service Award

FUNDED GRANTS AND FELLOWSHIPS

Since 1988, 43 grants of total $8,375,273 Selected ones listed below:

2018	National Security Agency Grant ($89,935) to organize LCTL Startalk Professional Development Workshop
2017	Center for International Business Education Research (CIBER) at IU ($3000) To develop a Standards-Based Foreign Language Curriculum Incorporating Business Concept (Superior Level)
2016	National Federation of Modern Language Teachers Association (NFMLTA) - $2500

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	To provide a grant of $500 Dissertation Support Grant for Five Graduates Students of LCTL nationwide
2016	Center for International Business Education Research (CIBER) at IU ($3000)
	To develop a Standards-Based Foreign Language Curriculum Incorporating Business Concept (Adv. Level)
2015	Center for International Business Education Research (CIBER) at IU ($3000)
	To develop a Standards-Based Foreign Language Curriculum Incorporating Business Concept (Int. Level)
2015	National Security Agency (NSA) Grant ($89,500.00)
	To organize a NCOLCTL Summer Startalk Professional Development Workshop for LCTLs instructors.
2015	National Federation of Modern Language Teachers Association (NFMLTA) – ($2000)
	Provided a $500 Dissertation Support Grant for Four Graduate Students of LCTL
2014	National Security Agency Grant ($86,801.88) to organize NCOLCTL Swahili Startalk Professional Development Workshop
2013	National Security Agency Grant ($85,000) to organize NCOLCTL Swahili Startalk Professional Development Workshop
2012	Department of Education Language Resource Grant ($425,000)
2012	National Security Agency Grant ($89,500) to organize NCOLCTL Swahili Startalk Professional Development Workshop
2011	National Security Agency Grant ($88,000) to organize NCOLCTL Swahili Startalk Professional Development Workshop
2010-2014	Department of Education Language Resource Center Grant ($1,360,000)
2010-2013	National Security Education Program Grant ($800,000) African Language Flagship Center
2009-2010	National Security Education Program (NSEP) Grant ($257,000) African Language Flagship Center
2009	NSEP Grant ($150,000) developed assessment instruments for measuring the proficiency levels of Yoruba and Swahili Flagship students in collaboration with the American Councils on International Education
2008-2009	NSEP Grant ($585,000) to develop the first National African Languages Flagship Center
2006-2010	Department of Education Language Resource Center Grant ($1,337,000)
2002-2006	Department of Education Language Resource Center Grant ($1,440,000)
2002-2005	NSEP Grant ($295,500) communicative materials for Amharic, Fula, Lingala, Setswana, Swahili, Twi, Zulu
1999-2002	Department of Education Language Resource Center Grant ($979,444) First NALRC grant
1998-2001	Funds for the Improvement of Post-Secondary Education Grant ($165,000)
1998-2000	Department of Education International and Research Studies Grant ($133,000)
1993-1995	Department of Education Fulbright Hays Group Project Abroad in Nigeria ($165,000)

OTHER PROFESSIONAL ACTIVITIES

Involved in 36 professional activities. Selected ones listed below:

- Mentor and Supervisor of Fulbright Foreign Language Teaching Assistants, Hausa and Yoruba, 2009-Present
- External Evaluator, University of California-Los Angeles, African Studies Program, May 2009
- Reviewer of University of Wisconsin, Madison Study Abroad Program at Cape Town, South Africa, and at Stellenboch, SA 2009
- Grant Proposals Reviewer, National Security Education Program proposals on Language Flagship, April 2008
- External Evaluator, Cornell University, Africana Studies Center, African Languages Program, November 2008
- External Evaluator, University of California-Berkeley, African Studies Program, 2008
- Grant Proposals Reviewer, Department of Education International Programs and Services, 2007
- External Evaluator, Summer Cooperative African Language Institute (SCALI) at Indiana University, 2005, 2006
- External Evaluator, University of Kansas, Lawrence, KS African Language Program, September 2005
- Executive Director, African Language Teachers Association (ALTA), 2006-present
- Executive Director, National Council of Less Commonly Taught Languages (NCOLCTL), 2004-present
- External Evaluator, University of Illinois, Urbana-Champaign African Language Program, September 2004
- External Evaluator, South East Asian Studies Summer Institute, August 2004
- Consultant, University of Illinois, Urbana-Champaign LCTL Program Evaluation, December 2003
- Consultant to the Evanston High School on how to start an African Language Program for high school students, 2000
- Language Tester for the FBI to do a language proficiency test on Yoruba, 2001-present
- Voice of Germany Radio interview on Nigerian Women and Nigerian Languages, March 1992
- Interviewer (Yoruba/English) for Voice of America, 1990-1991
- English Proficiency Evaluator, ACTFL
- Voice of America interview on Group Project Abroad in Nigeria for American Students, October 1995

PUBLISHED BIBLIOGRAPHY

BOOKS PUBLISHED
Authored or co-authored 13 books. Selected ones listed below:

2018	World Readiness Standards for Learning Yoruba. Published by Allen Press, Lawrence KS (Editor)
Forthcoming	Yoruba Learners' Reference Grammar. NALRC Press, Indiana University, Bloomington. (Co-authored with Afolabi Olabode)
Forthcoming	Yoruba Pocket Dictionary. NALRC Press, Indiana University, Bloomington
Forthcoming	Yoruba Language for Pre- K to Grade 5 Levels, NALRC Press, Indiana University, Bloomington
2011	Ka Anyi Suo Igbo, NALRC Press, University of Wisconsin, Madison. Co-authored with Stephen Madu Anurudu
2008	Colloquial Yoruba. Routledge, London, England
2006	Swahili Learners' Reference Grammar, 2nd Ed. NALRC Press, University of Wisconsin, Madison. Co-authored with Katrina Thompson
2006	Shona Learners' Reference Grammar. Global Publications, Binghamton University, Binghamton, NY
2002	Pulaar Learners' Reference Grammar. Global Publications, Binghamton University, Binghamton, NY
2000	African Language Pedagogy: An Emerging Field. OSU Foreign LRC, Columbus, Ohio. (Co-authored with Lioba Moshi)
1998	Yoruba Newspaper Reader for Intermediate and Advanced Levels Dunwoody Press, Kensington, MD
1998	J e K'A Ka Yoruba: An Intermediate Course. Yale University Press, New Haven, CT
1993	Je K'A So Yorùbá: An Elementary Course. Yale University Press, New Haven, CT

BOOK SERIES EDITOR
Edited 22 books since 2002. Selected ones listed below:

2016	Je K'A Bara Wa Soroni Yoruba, an Advanced Level Yoruba Textbook by Kolawole Owolabi and others. Published by NALRC Press
2016	An Ka Bamanankan, an Elementary Level Bamanankan by Amadou Beidy Sow. Published by NALRC Press
2015	Tuvuge Ikinyarwanda, an Elementary Level Kiyarwanda by Donatien Nsengiyumva. Published by NALRC Press
2015	Ma Yenkan Akan (Twi), an Intermediate Level Textbook by Seth Ofori. Published by NALRC Press
2013	Let's Read Wolof, an Intermediate Level Textbook, Published by the NALRC
2011	Let's Speak Ndebele. Published by the NALRC
2011	Let's Speak Siswati. Published by the NALRC
2011	Let's Speak Igbo, Published by the NALRC
2011	Let's Speak Chichewa. Published by the NALRC

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2011	Let's Speak Bemba, Published by the NALRC
2009	Let's Speak Wolof. By Omar Ka. Published by the NALRC
2008	Let's Speak Hausa by Ibro Chekaraou. Published by the NALRC
2008	Advanced Level Kiswahili by Alwiya Omar and Leonce Rushibirwa. Published by NALRC Press
2006	Tusome Kiswahili (Let's Read Swahili): Int. Level by Leonard Muaka and Angaluki Muaka

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2006	Let's Speak Shona by Aquilina Mawadza. Published by the NALRC
2006	Let's Speak Setswan a by Sheila Mmusi. Published by the NALRC
2006	Let's Speak Akan-Twi by Seth Ofori. Published by the NALRC

JOURNALS EDITED
Selected edited journals listed below:

2005	Journal of African Language Teachers Association, Vol. 6, 2005. NALRC, University of Wisconsin, Madison
2004	Journal of National Council of Less Commonly Taught Languages, Vol. 1, 2004. NALRC, University of Wisconsin, Madison
2003	Journal of African Language Teachers Association, Vol. 3, by Global Publications, Binghamton University, NY
1999	Journal of African Language Teachers Association, Vol. 1, by Global Publications, Binghamton University, NY

ARTICLES
Published over 20 articles. Selected ones listed below:

2006	"Advancing Less Commonly Taught Language Instruction in America: The Time Is Now" In Realizing Our Vision of Languages for All. Ed. by Audrey Heining Boynton. ACTFL Foreign Lang. Education Series. Co-Author, Michael Everson. Published by Pearson Prentice Hall, NJ
2005	"The Yoruba Language" In Encyclopedia on World Languages. By Routledge, Britain
2004	"Gender Representation in African Language Textbooks". In Journal of National Council of Less Commonly Taught Languages, Volume 1. Co-authored with Kristi Hobson
2004	"The Yoruba" In Encyclopedia on Minority Studies. By Routledge, Britain
2003	"Issues in Developing African Lang Learners Ref. Grammar". In JALLT, Vol. 2. Ed. by Antonia Schleicher
2002	"Yoruba Studies Dev. in the 20th Century" In Encyclopedia on The History of Africa in the 20 Century. By Routledge, Britain
2001	"Communicative Orientation of First-Year African Lang Textbooks". In JALLT, Vol 1. Ed by John Mugane. Published by Global Publications, Binghamton University, Binghamton, NY. Co-authored with Karin Gleisner

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1999	"A Goal-Based Approach to African Language Instruction." In JALTA, Vol. 1, pp. 25-61. Co-edited by Antonia Folarin Schleicher and John Hutchison
1999	"The Role of Culture in the Language Classroom." In JALTA, Vol. 1, pp. 85-114. Co-edited by Antonia Schleicher and John Hutchison. (Co-authored by Lioba Moshi and David Dwyer)
1997	"Using Greetings to Teach Cultural Understanding." MLJ Vol. 81, 3, pp 334-343, (1997)
1995	"Content-Based Instruction for African Languages." In African Language Studies in Transition. University of Maryland, Eastern Shore
1993	"Collaboration in the Classroom: Some ideas to Promote Oral Competency." In Teaching Ideas and Resources for African Languages. Indiana University, Bloomington, IN
1992	"Nasal Stability and Feature Hierarchy: The Case of Edo, Emai, and Yoruba." Afrika Und Ubersee, 75:59-73

INSTRUCTIONAL TECHNOLOGY MATERIALS

Developed 16 tech materials since 1993. Selected ones listed below:

2014	7000 Languages Technology Project - Yoruba Language and Culture by Transparent Language, Inc
2010	Standards Based Assessment of Proficiency for Yoruba, Nov. to Int. High Level, University of Oregon
2010	Computer Based Listening Tests for Int. to Superior Level (Yoruba), ACIE, Washington, DC
2009	Online Teaching Methods Course for LCTL Instructors. Co-authored with Dianna Murphy et al
2003	Multimedia CD-ROM Flash Cards for Learning Vocabulary in Luyia, Shona, Tigrinya, Amharic, Shona, Xhosa, Pulaar, Bamana, French, NALRC
2003	Multimedia Vocabulary Flash Cards for Swahili, Yoruba, and Zulu (co-authored with Fikeni Senkoro, Alwiya Omar, Zoliswa Mali, Hlumela Zondlo, and Olusola Adesope, NALRC
2003	Intermediate Level Multimedia Yoruba On-Line Course
2002	J e K'A Gbo Yoruba CD-ROM Interactive Software for Advanced Level, NALRC
2002	Elementary Level Multimedia Yoruba On-Line Course
2000	Yoruba Language Learning On-Line Resources. Published by AppNet in http://www.langnet.org
1999	J e K'A Ka Yoruba Companion CD -ROM Interactive Software for Int. Level. Global Publications, SUNY Binghamton, NY
1998	J e K'A Ka Yoruba (Audio Tapes) by Yale University Press, New Haven, CT
1997	Je K'A So Yoruba Companion CD-ROM Interactive Software for Elementary Level, Yale University Press
1993	J e K'A So Yoruba (Audio Tapes), Yale University Press

SCHOLARLY LECTURES AND PRESENTATIONS
Given 208 (253) scholarly lectures since 1988. Selected ones listed below:

2017	"What Does An Effective, Student-Centered Foreign Language Classroom Look like?" At IU-Bloomington NALRC Summer Institute, May 15
2017	"How Do You Plan Learning Experiences Based on World Readiness Standards?" At the IU-Bloomington NALRC Summer Institute, May 15
2017	"How Can you Prepare a Lesson Plan That Will Target One Mode of Communication or the Other?" At the IU-Bloomington NALRC Summer Institute, May 15
2017	"Why are Proficiency Targets Important for Planning Instructional Objectives?" At IU-Bloomington NALRC Summer Institute, May 16
2017	"What Are Reasonable Expectations For Attaining Proficiency In A Classroom Setting?" At IU-Bloomington NALRC Summer Institute, May 16
2017	"What is the Difference Between the Traditional Grammar Approach and the Proficiency Approach?" At IU-Bloomington NALRC Summer Institute, May 16
2017	"How does Backward Curriculum Design Differ from the Traditional Curriculum Design?" At IU-Bloomington NALRC Summer Institute, May 17
2017	"What Are Strategies and Tools Frequently Used to Make Language Comprehensible When Using 90% or More of the Target Language?" At IU-Bloomington NALRC Summer Institute, May 18
2017	"How Do We Teach Grammar in a Communicative Oriented Classroom?" At IU-Bloomington NALRC Summer Institute, May 18
2017	"Can One Use the Target Language 90% or more at the Elementary Level?" At IU-Bloomington NALRC Summer Institute, May 18
2017	"Use of Authentic Materials as Resources In the Language Class," At IU-Bloomington NALRC Summer Institute, May 18.
2017	"What Are Components of a Good Lesson Plan?" At IU-Bloomington NALRC Summer Institute, May 18
2017	"What Does It Mean to Teach Vocabulary in Context?" At IU-Bloomington NALRC Summer Institute, May 19
2017	"Professionalism in Foreign Language Teaching Context," At IU-Bloomington NALRC Summer Institute, May 26
2016	"The Role of Language Studies in Study Abroad Program," at Generation Study Abroad conference in Washington, DC, October 23-25
2016	"Peer Review of Effective Foreign Language Classrooms," at Indiana University, Bloomington, September 9
2016	"How Do You Plan Learning Experiences Based on World Readiness Standards?" at Charter Educational Services, Jacksonville, FL, July 25
2016	"How Can you Prepare a Lesson Plan That Will Target One Mode of Communication or the Other?" at Charter Educational Services, Jacksonville, FL, July 25
2016	"Why are Proficiency Targets Important for Planning Instructional Objectives?" at Charter Educational Services, Jacksonville, FL, July 26

2016	"What Are Reasonable Expectations For Attaining Proficiency In A Classroom Setting?" at Charter Educational Services, Jacksonville, FL, July 26
2016	"What is the Difference Between the Traditional Grammar Approach and the Proficiency Approach?" at Charter Educational Services, Jacksonville, FL, July 26
2016	"How does Backward Curriculum Design Differ from the Traditional Curriculum Design?" at Charter Educational Services, Jacksonville, FL, July 27
2016	"What Are Strategies and Tools Frequently Used to Make Language Comprehensible When Using 90% or More of the Target Language?" at Charter Educational Services, Jacksonville, FL, July 27
2016	"The Language as a Learning Tool and Culture as Content." at Charter Educational Services, Jacksonville, FL, July 27
2016	"Use of Authentic Materials as Resources in the Language Class." at Charter Educational Services, Jacksonville, FL, July 27
2016	"What Are Components of a Good Lesson Plan?" at Charter Educational Services, Jacksonville, FL, July 27
2016	"What Does an Effective, Student-Centered Foreign Language Classroom Look Like?" At Indiana University, Bloomington NALRC Summer Institute, May 16
2016	"How Do You Plan Learning Experiences Based on World Readiness Standards?" At the Indiana University, Bloomington NALRC Summer Institute, May 16
2016	"How Can you Prepare a Lesson Plan That Will Target One Mode of Communication or the Other?" At the Indiana University, Bloomington NALRC Summer Institute, May 16
2016	"Why are Proficiency Targets Important for Planning Instructional Objectives?" At Indiana University, Bloomington NALRC Summer Institute, May 17
2016	"What Are Reasonable Expectations for Attaining Proficiency in a Classroom Setting?" At Indiana University, Bloomington NALRC Summer Institute, May 17
2016	"What is the Difference Between the Traditional Grammar Approach and the Proficiency Approach?" At Indiana University, Bloomington NALRC Summer Institute, May 17
2016	"How does Backward Curriculum Design Differ from the Traditional Curriculum Design?" At Indiana University, Bloomington NALRC Summer Institute, May 18
2016	"What Are Strategies and Tools Frequently Used to Make Language Comprehensible When Using 90% or More of the Target Language?" At Indiana University, Bloomington NALRC Summer Institute, May 19
2016	"How Do We Teach Grammar in a Communicative Oriented Classroom?" At Indiana University, Bloomington NALRC Summer Institute, May 19
2016	"Can One Use the Target Language 90% or more at the Elementary Level?" At Indiana University, Bloomington NALRC Summer Institute, May 19
2016	"Use of Authentic Materials as Resources in the Language Class," At Indiana University, Bloomington NALRC Summer Institute, May 19

2016	"What Are Components of a Good Lesson Plan?" At Indiana University, Bloomington NALRC Summer Institute, May 19
2016	"What Does It Mean to Teach Vocabulary in Context?" At Indiana University, Bloomington NALRC Summer Institute, May 20
2016	"Professionalism in Foreign Language Teaching Context." At Indiana University, Bloomington NALRC Summer Institute, May 20
2016	"Intercultural Language Instruction: Teacher Training in LCTLs - The Flagship Experience." At the Annual Conference of the National Council of Less Commonly Taught Languages, Atlanta, GA, April 21-24
2015	"Using SCOLA Authentic Materials to Teach at Any Level of Foreign Language Instruction" At Indiana University, Bloomington, February 6
2015	"Twenty-Five Years of Professional Experience with the National Council of Less Commonly Taught Languages." At the 2015 National Council of Less Commonly Taught Languages annual conference, Washington, DC, April 23
2015	"Designing Curricular Pathways that Leads to Proficiency Targets." At Indiana University, Bloomington, May 18
2015	"Peer Evaluation of Foreign Language Classrooms." At Indiana University, Bloomington, organized by NALRC, May 18
2015	"Using Authentic SCOLA Materials to Teach Foreign Languages at any Level of Instruction" At SCOLA Annual Users' Conference, Omaha, NE, May 21-23
2015	"Startalk Effective Foreign Language Learning Strategies." At the LCTL Startalk Professional Development Workshop, Indiana University, Bloomington, July 20
2015	"Teaching Presentational Mode of Communication." At the LCTL Startalk Professional Development Workshop, Indiana University, Bloomington, July 29
2015	"Professionalization in Foreign Language Field." At the LCTL Startalk Professional Development Workshop, Indiana University, Bloomington, July 31
2015	"Empowering Human Resources –Language Instructors – to Achieve Desired Outcomes in the LCTLs Classrooms". A keynote presentation at the IC, Virginia, September 27-29
2014	"Developing Standards for the teaching and learning of African Languages" At the Annual Conference of the American Council on the Teaching of Foreign Languages, Nov 22
2014	"Growing Impact of African Languages in the 21st Century." A public lecture at the University of Mississippi, MS Oxford, October 27
2014	"Structures of African Languages." A presentation in a linguistics class at the University of Mississippi, Oxford, MS October 27
2014	"What Makes an Excellent Practicum." At Startalk Directors meeting at Indianapolis, October 26
2014	"Designing Curricular Pathways that Lead to Proficiency Targets." At the University of Florida, Gainesville, June 8-10
2014	"Teaching Vocabulary in Context." At Bloomington NCOLCTL Swahili Startalk Professional Development Workshop, July 16
2014	"Backward Curriculum Design." At Bloomington NCOLCTL Swahili Startalk Professional Development Workshop, July 15

2014	"Strategies for Effective Foreign Language Teaching." At Bloomington NCOLCTL Swahili Startalk Professional Development Workshop, July 14
2014	"Designing Curricular Pathways that Lead to Proficiency Targets." At CLE Workshop
2014	"Yoruba Lang and Culture in the 21st Century." At Ohio State University, Center for African Studies, Columbus, OH
2013	"Designing Curricular Pathways that Lead to Proficiency Targets." Joint LRC Workshop Presentation, Indiana University, Bloomington
2013	"Teaching Vocabulary in Context." Indiana University Share Fair, November 8
2013	"Pathways to Professional Development in FL Teaching." Indiana University Bloomington, July 26
2013	"Using Authentic Materials to Teach Foreign Languages at the Elementary Level." Indiana University, Bloomington, July 25
2013	"Developing Thematic Units and Lesson Plans." Indiana University, Bloomington, July 18
2013	"Using the Target Language to Teach FL 90% or More of the Time." Indiana University, Bloomington, IN, July 17
2013	"Developing Foreign Language Skills Using Each of the Three Modes of Communication." Indiana University, Bloomington, July 16
2013	"Principles of Effective Foreign Language Teaching and Learning." Indiana University, Bloomington, July 15
2013	"Using Understanding By Design Approach to Construct Lesson Plans in A Foreign Lang. Program," University of Ibadan, Nigeria, June 11
2013	"Using TELL Self-Assessment Instrument to Plan a Professional Dev Program," University of Ibadan, Nigeria, June 10
2013	"Implication of National Standards for FL Teaching in the Classroom," Indiana University, Bloomington
2013	"Using SCOLA Authentic Materials to Teach Foreign Languages and Cultures," SCOLA Annual Conference at Omaha, NE, May 15
2012	"National Foreign Language Standards for FL Learning and Teaching," Indiana University, Bloomington
2012	"Strategies for Making Input Comprehensible," University of Wisconsin, Madison, July 19
2012	"Using the Target Language to Teach FL 90% or More of the Time," University of Wisconsin, Madison, July
2012	"Strategies for Teaching African Languages as FLs," University of Wisconsin, Madison, July 16
2012	"Implications of National Standards to Foreign Language Instruction to Material Development," Indiana University, Bloomington
2011	"Focusing On Assessment in African Language Instruction," Indiana University, Bloomington, October 16
2011	"Strategies for Teaching African Languages as FLs," University of Wisconsin, Madison, July 16

2010	"Yoruba Belief System," University of Wisconsin, Madison African Studies Program
2010	"Language as Core in Cross-Cultural Understanding," at Africom, Stuttgart, Germany, June
2010	"Incorporation of Culture in Language Teaching," University of North Carolina, Charlotte, NC, April 5-6
2009	"The Role of African Languages in Title VI African Area Studies" at the conference on "The Role of Area Studies in US National Security", Indiana University, Bloomington, February 26-28
2008	"Yoruba Online Listening Tests, Intermediate to Superior Level" at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL). Orlando, FL, November 19-23
2008	"The National African Language Resource Center Activities" at the annual conference of the National Association of Self-Instructional Language Program (NASILP), at Arlington, VA, October 31-November 1
2008	"African Languages and Importance for National Security" at the Intelligence Community Summit, University of Maryland, July 21-23
2008	"On-Line Teaching Methods for LCTLs Instructors" at the annual conference on Technology and the Teaching of Chinese at the University of Macau, China, June 4- 10
2008	"The Role of Teacher Training in Language Education" at the annual meeting of the Joint National Committee for Languages (JNCL), at Washington, DC, Apr 30-May 3
2008	"Status of African Languages in the US" at the Inter Language Roundtable, Dept. of Education, Washington, DC
2007	"Developing Performance Based Assessment Rubric for African Languages: Collaboration and Cooperation" at a Language Workshop organized by the Department of Education, Washington, DC, September 21-24
2007	"Foreign Language Standards," Organized by the Institute on International Education for Fulbright Foreign Language Teaching Assistants, at Madison, WI, Aug.12-16
2007	"Problems of Recruiting from the Heritage Communities" at the Intelligence Community Summit, Virginia, June 10
2007	"The Role of African Languages in the US" at African Language Summit organized by the Director of Office of Intelligence, Baltimore, MD, May 4
2007	"Learning Foreign Languages especially the LCTLs" at a World Language Evening Program organized by the Language Institute and the Cross College Advising Services. University of Wisconsin, Madison, February 27
2007	"Conflict Resolutions among Supervisors and Foreign Language Teaching Assistants" at a conference organized by the Institute for International Education, State Department. San Diego, CA, January 31- February 3
2006	"The Role of Technology in the Teaching of the LCTLs" at the Directors Conference organized by the Department of Education, at Washington, DC, September 24-26

2006	"The Role of Culture in Foreign Language Education" at the Annual Conference of Michigan World Language Association, at Lansing, MI, October 27-28
2006	"Classroom Management for the LCTLs" at the Pre-departure language workshop for the State Department Fulbright Foreign Language Teaching Assistants in Cairo, Egypt, July 16-21
2006	"Writing and Developing Grammars for African Languages" at the Annual Conference on African Linguistics, University of Oregon, Eugene, OR, April 9
2006	"The Status of African Language Pedagogy in the US" at the National Institute for Nigerian Languages, Aba, Nigeria
2006	African Language Curriculum Development at the University of South Africa, Pretoria, South Africa, August 17-28
2004	"Goal-Based Approach to the Teaching of Less Commonly Taught Languages" at the annual conference of Partners in Acquisition of Languages, at the Arizona State University, Tucson, AZ, September
2004	"Curriculum Development and Evaluation for LCTLs." At University of Wisconsin, Madison South Asian Summer Language Institute
2003	Less Commonly Taught Language Status in the Nation" at the University of Illinois, Urbana-Champaign, December 12
2003	"Technology Material Development for Less Commonly Taught Languages" at the annual conference of the National Association of Self Instructional Language Program, Washington, DC, October 21
2003	"Technology Material Development for Less Commonly Taught Languages" at Fort Valley State University, Fort Valley, GA, September 11
2003	"Technology Material Development for Less Commonly Taught Languages" at the Critical Languages Conference, Stanford University, CA, June 8
2002	"Leaving a Legacy: Establishing a Center, Program, or an Institute" at the 3rd Conference on Teaching and Technology, organized by University of Wisconsin, Madison DoIT and The Teaching Academy, May 23
2001	"Developing a Viable Title VI African Studies Center" at Rutgers University, NJ, October 19
1996	"New Ways of Learning and Teaching: The Role of Technology in Foreign Language Acquisition." At First Annual Workshop on Central Asian Studies. University of Wisconsin-Madison, October 4-6
1996	"Conversion of a Teacher-Delivered Course into a Multimedia Interactive Tutorial." University of Hawaii, Honolulu
1996	"A Goal-Based Approach to African Language Instruction." University of Gainesville, Florida, March 25
1995	"Content-Based Instruction for African Languages." University of Maryland, Eastern-Shore, MD
1995	"The Goals of Group Project Abroad." Meeting of the Rotary Club International, Zaria, Nigeria, August 7

WORKSHOPS/INSTITUTES AND CONFERENCES ORGANIZED

Since 1994, organized total of 165 (187) workshops and conferences for instructors of LCTLs, Selected ones are listed below:

2018	Workshop on "Making Principles of Effective FL/SL Instruction Real in the Classroom," at Indiana University, Bloomington, May 14-25
2018	Institute on "A Training of LCTL Trainers," at Indiana University, Bloomington, May 14-25
2018	21th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Herndon, VA, April 20-22
2018	22th Annual Conference of the African Language Teachers Assoc. (ALTA), Herndon, VA, April 20-22
2018	The NCOLCTL Executive Board Annual Meeting, Herndon, VA, April 19
2018	The NCOLCTL Council Delegate Assembly Annual Meeting, Herndon, VA, April 19
2017	Workshop on "A SECOND LANGUAGE ACQUISITION PROGRAM FOR LCT & AF LANGUAGE INSTRUCTORS," at Indiana University, Bloomington, May 15-26
2017	20th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Rolling Meadows, IL, April 20-23
2017	21th Annual Conference of the African Language Teachers Association (ALTA), Rolling Meadows, IL, April 20-23
2017	The NCOLCTL Executive Board Annual Meeting, Rolling Meadows, IL, April 19
2017	The NCOLCTL Council Delegate Assembly Annual Meeting, Rolling Meadows, IL, April 19
2016	Workshop on "Professional Development for African Language Instructors," at Indiana University, Bloomington, May 16-28
2016	19th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Atlanta, GA, April 21-24
2016	20th Annual Conference of the African Language Teachers Assoc. (ALTA), Atlanta, GA, April 21-24
2016	The NCOLCTL Executive Board Annual Meeting, April 20
2016	The NCOLCTL Council Delegate Assembly Annual Meeting, April 20
2015	Workshop on "A SECOND LANGUAGE ACQUISITION CERTIFICATE PROGRAM FOR AFRICAN LANGUAGE INSTRUCTORS", at Indiana University, Bloomington, May 18-29
2015	Institute on "A Leadership Program for Developing High Quality Programs in African Languages" at Indiana University, Bloomington, May, 18-29
2015	18th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Dulles, VA, April 24-26
2015	19th Annual Conference of the African Language Teachers Assoc. (ALTA), Dulles, VA, April 24-26
2015	The NCOLCTL Executive Board Annual Meeting in Dulles, VA, April 23

2015	The NCOLCTL Council Delegate Assembly Annual Meeting in Dulles, VA, April 23
2014	Technology Workshop for LCTL Instructors, NCOLCTL annual conference, Chicago, IL
2014	Workshop on "Interpersonal and Presentational Modes of Communication" at Indiana University, Bloomington, May
2014	Institute on "Assessing the Three Modes of Communication for African Language Learners" at Indiana University, Bloomington, May
2014	Leadership Institute for African Language Instructors, Indiana University, Bloomington, May 19-30
2014	Workshop on "Teaching Interpretive Modes of Communication" at Indiana University, Bloomington, May 19-23
2014	17th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Itasca, IL, April 25-27
2014	18th Annual Conference of the African Language Teachers Assoc. (ALTA), Itasca, IL, April
2014	The NCOLCTL Executive Board Annual Meeting at Itasca, IL, April 24
2014	The NCOLCTL Council Delegate Assembly Annual Meeting at Itasca, IL, April 25
2014	Workshop for African language instructors at Ohio State University, Columbus, OH, February
2013	7000 Languages Project Workshop, Indiana University, Bloomington, November
2013	7000 Languages Project Partnership between NCOLCTL and Transparent Language Workshop (organized for instructors of LCTLs), Indiana University, Bloomington, September 6
2013	Swahili Startalk Professional Development Workshop (organized for instructors of Swahili), at Indiana University, Bloomington, July 8-26
2013	Workshop for instructors of Yoruba Group Project in Nigeria, at the University of Ibadan, Nigeria, June 9-14
2013	16th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), Itasca, IL, April 24-27
2013	17th Annual Conference of the African Language Teachers Association (ALTA), Itasca, IL, April
2013	Classroom Implication of National Standards for Foreign Languages Learning (organized for instructors of LCTLs) at Indiana University, Bloomington, February
2012	National Standards for Foreign Language Learning Workshop at Indiana University, Bloomington, November 1
2012	Swahili Startalk Professional Development Workshop (organized for teachers of Swahili), at University of Wisconsin, Madison, July 12-30
2012	Incorporating Technology into African Language Instruction, University of Wisconsin, Madison, June
2011	Swahili Startalk Professional Development Workshop (organized for teachers of Swahili), at University of Wisconsin, Madison, July 11-29

2010	Annual Pre-Summer Cooperative African Languages Institute Workshop, at Michigan State University, June, 9-12
2010	Workshop on African Language Program Development, Administration and Evaluation, University of Wisconsin, Madison, June 1-2
2010	ACTFL/ ILR African Languages Tester Training Workshop, White Plains, NY, January 6-13
2009	Training for African Languages Flagship Instructors in Tanzania (Zanzibar), September 18-22
2009	Training for African Languages Flagship Instructors in Nigeria, June 18-July 2
2009	Swahili Startalk Professional Development Workshop, University of Wisconsin, Madison, July 13-24
2009	12th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), University of Wisconsin, Madison, April
2008	11th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), University of Wisconsin, Madison, April 15-17
2007	10th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), University of Wisconsin, Madison, April 15-17
2006	Workshop on Curriculum Development for African Languages at the National Institute for Nigerian Languages, Aba, Nigeria, March 8-9
2005	Workshop on Desirable Outcomes in African Language Pedagogy at Indiana University, Bloomington for language instructors
2005	Workshop on Oral Proficiency Interview for African Languages, University of Wisconsin, Madison, May 23-26
2005	Workshop on Standards Based Assessment Measurement of Proficiency, University of Wisconsin, Madison, May
2005	Workshop on "Developing a Viable Curriculum for the LCTLs at the Higher Institutions" at the University of Wisconsin, Madison, April
2004	Workshop on "Multiple Assessment Approaches for Language Learning" at the University of Wisconsin, Madison, April 29
2003	Global Languages, Literature, and Cultures Forum Spring Symposium, University of Wisconsin, Madison, March 28
2003	Annual African Language Teachers' Association Pre-Conference Workshop, Bloomington, IN, April 10
2003	6th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), UCLA, May 2-4
2002	Workshop on "Peer Review of Teaching" for tenured and non-tenured faculty at the University of Wisconsin, Madison, March 12
2002	Workshop on "Developing Communicatively Oriented Language Textbooks" for African language instructors at University of Wisconsin, Madison, January 10-11
2001	Workshop on "African Language Classroom Management" for teachers of African languages at University of Wisconsin, Madison, July 2

2001	Workshop on "Learners' Strategies" for teachers of foreign languages at University of Wisconsin, Madison, April
2001	Workshop on "African Language Classroom Management" for teachers of LCTLs at University of Wisconsin, Madison, April 26
2001	5th Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), DC, April 5-8
2000	Workshop on "Peer Review of Teaching" for tenured and non-tenured faculty at the University of Wisconsin, Madison, October
1999	Workshop for all University of Wisconsin, Madison Foreign Language Teaching Assistants, August 23-25
1997	First Annual International Conference of African Language Teachers Association Madison, Wisconsin, April 10-13
1995	Workshop for African Languages Teachers Association. Theme: "Multimedia Instructional Technology for African Languages." University of California, Los Angeles, CA, March

TEACHING
Since 1989, I have taught 25 different courses listed below:

First Semester Yoruba, Second Semester Yoruba, Third Semester Yoruba, Fourth Semester Yoruba, Fifth Semester Yoruba, Sixth Semester Yoruba, African Linguistics Structure: Phonology and Tonology, Life and Customs of Traditional Versus Modern Yoruba Women, Structure and Analysis of African Languages, New Home Economics and Its Analysis of the Change in Labor Force Participation of Yoruba Women, Advanced Yoruba Linguistics, Yoruba Oral Traditions, Introduction to Yoruba Life and Civilization, Phonology, Advanced Yoruba Life and Culture, Advanced Hausa and Yoruba in Nigeria, Seminar: Methods of Teaching African Languages: Theory and Practice, Issues in African Language Pedagogy, Evaluation of Culture in Swahili Textbooks (Elementary to Advanced Levels), Descriptive Analysis of Pulaar, Seminar on "Vision for African Language Learning and Teaching in the U.S. (2012-2020), Issues in Yoruba Studies, Post Advanced Level Yoruba Language, Yoruba Language for Heritage Learners.

MASTER'S AND Ph.D. DISSERTATIONS DIRECTED OR COMMITTEES

I have directed 11 MA Thesis, served as a reader on 5 Ph.D. dissertation committees, served as a reader on 8 MA thesis committees, and co-directed one Ph.D. dissertation

SERVICE
Over the course of 25 years, I have served on 62 departmental, campus, and university committees. Selected ones are listed below:

1. Department of Linguistics Curriculum Assessment Committee (2013-present), Indiana University, Bloomington
2. Graduate Fellowship Committee (2012-present), Indiana University, Bloomington
3. African Language Committee (2013-present), Indiana University, Bloomington

4. Center for Languages of Central Asian Languages (CeLCAR) Advisory Committee (2012-present), Indiana University, Bloomington
5. Access Committee (2008), University of Wisconsin, Madison
6. Minority Liaison (2008), University of Wisconsin, Madison
7. Chair of the Department of African Languages and Literature (2006-2008), University of Wisconsin, Madison
8. Department Senator (1999-2002) (2003-2005), University of Wisconsin, Madison
9. Undergraduate Advisor (2004- 2006), University of Wisconsin, Madison
10. Curriculum and Timetable Committee (2004-2008), University of Wisconsin, Madison
11. Lectures Committee, Chair, (2000-2002), University of Wisconsin, Madison
12. Committee on Faculty Rights and Responsibilities (2006-2009)
13. Arts and Humanities Divisional Committee (Tenure Committee) (Spring 2008)
14. Arts and Humanities Divisional Committee, Associate Chair, (2001-2004)
15. Teaching Academy Program Committee Member, (2001-2002)
16. The Teaching Academy Program Chair, (1998-2001)
17. Teaching Academy Executive Board Member, (1996-2000)

PROFESSIONAL SERVICE AND ACTIVITIES

Since 1990, I have played a major role in several national and international organizations. Selected ones are listed below:

1. ACTFL Member (1988- Present), Board of Directors (2010-2013)
2. Joint National Committee on Languages, Executive Board Member (2006-present)
3. National Council of Less Commonly Taught Languages - Delegate Assembly Member (1990), Vice President, President, Immediate Past President, Executive Director (2004-present)
4. African Language Teachers Association, Vice President, President, Immediate Past President, Executive Director (2006-present)
5. National Federation of Modern Language Teachers Association, Vice President (2014-2015), President, (2016-2017)
6. Council of Board of Directors of LRCs, Secretary (2009-present)
7. Member of Collaborative Board of National Standards for World Language Readiness
8. Member of the Nigerian Academy of Letters (2012-present)

Christina Stiso

Bloomington, IN | (812) 585-5738 | cstiso@indiana.edu

Education

2020	M.S. Ed	Counseling & Educational Psychology, Learning Sciences Program	Indiana University
2016	M.A.	History and Philosophy of Science	Indiana University
2013	M.A.	Philosophy	Virginia Tech
2010	B.A./B.S.	Philosophy / Biology	University of California, San Diego

Skills

- Office Computing (MS Office [Word, Excel, Powerpoint, etc.], Google Drive, Email etiquette)
- Artistic Computing & Graphic Design (Photoshop, Premiere Pro)
- Publishing Software (InDesign, MS Publisher)
- Website Management & Design (Wordpress, Joomla, Adobe Dreamweaver, Google Sites)
- LMS Management (Litmos, Canvas, Blackboard)
- Data Collection & Analysis (R programming)
- Set up, Operate, and Maintain AV Equipment (Camcorders, video switcher, audio mixers, wireless microphones, speaker systems, etc.)
- Highly Experienced Teacher & Trainer (Academic subjects & practical skills)
- Self-motivated Worker
- Knowledge of Academic Publishing Customs

Relevant Work Experience

National African Language Resource Center

May 2018 - Present   Technology Manager

- Work closely with the Executive Director to achieve the goals of the Center as a whole
- Selection, evaluation, recommendation, acquisition, and support for NALRC hardware and software
- NCOLCTL/ALTA International Conference planning, organization, execution, and tech support
- Technological set-up, maintenance, and support for various conferences, institutes and workshops organized by NALRC
- Provide basic training/support on the use of the project software and hardware
- Provide general tech support for the daily operation of the NALRC
- Update Director and other employees on the progress of various projects
- Liaise with the printer to ensure every publishing standard is maintained and adhered to strictly
- Design, update, and upgrade the Center websites and those of the NCOLCTL & ALTA organizations
- Provide video coverage, production editing, and preparation for all the center's workshops and conferences

Oddfish Games

Nov. 2017 - Present   Creative Assistant
- • Used creative writing, graphic design, and video editing skills in game design and product promotion.
- • Promoted and marketed company products through social media and large venue conventions.
- • Technical and creative support for the Strategic Indiana Support Network's instructional design branch.

Teaching and Research Experience

Graduate Teaching Assistant

2017   University of Calgary   Logic 1
2015-2016   Indiana University   Information Ethics, Elementary Logic
- • Served as an advocate for students to the instructor of record
- • Contributed to planning and revising course material and structure
- • Worked with students in small group and one-on-one settings to achieve classroom goals

Graduate Research Assistant

2017   University of Calgary   Jeremy Fantl
- • Proofread and edited manuscript for publication
- • Contributed research and insight into manuscript's theory and direction
- • Worked closely with supervisor to meet deadlines and goals for the project

Instructor of Record

2014-2015   Indiana University   Scientific Reasoning
2013-2014   Virginia Tech   Knowledge and Reality, Language and Logic
- • Created syllabi and assignments based on desired learning outcomes and assessed student progress
- • Instructed and advised students in critical thinking, argument analysis, and essay writing
- • Managed a classroom environment and ensured goals and deadlines were met

Academic Conference Presentations

2015 IU History and Philosophy of Science Grad Conference
       Poster "Ecological Information Resolution: Communicating Scientific Uncertainty"

2015 American Geophysical Union
       Poster "Probability as Possibility Spaces: Communicating Uncertainty to Policymakers"

2015 International Society for the History, Philosophy, and Social Studies of Biology
       Paper "The Brain-as-Instrument: A New Approach to Biological Probability"

2011 Virginia Tech Graduate Philosophy Conference
       Commentator "De re Hallucination: a distinctive kind of object-dependence"

Academic Leadership and Service

2016-2017   University of Calgary Climate and Diversity Committee,

NALRC Staff   - 21 -

Graduate Representative
- Represented the interests of the graduate students to a committee of students, staff, and administrators
- Advocated for policy changes that reduce the effect of systemic bias on marginalized population
- Contributed to the institution and alteration of department policies IU Graduate Conference Organizational Committee

2015-2016   1ˢᵗ Annual IU HPSM Graduate Conference Committee
Organizational Committee Officer
- Applied previous experience to create policy for the department's first event of this kind
- Worked with a managerial team to plan, fund, and carry off an international conference
- Directed and improvised on site to ensure the event went smoothly Virginia Tech Graduate Philosophy Conference Committee

2011-2012   Virginia Tech Philosophy Graduate Conference Organization Committee
Vice President, Treasurer
- Managed and solicited organizational funds and negotiated speaker contracts
- Performed organizational duties such as organizing meetings, contacting speakers, and keeping a budget
- Organized an academic conference that continued an established tradition of excellence

Froozan Amir Safi

1341 Stella Drive, Bloomington, IN 47401
(812) 219-2618 – famir@indiana.edu

EDUCATION

Associate of Science in Business Administration, 2002
        Ivy Tech State College, Bloomington, IN

WORK EXPERIENCE

Accounting Representative   November 2007 – Present

Center for Languages of the Central Asian Region (CeLCAR), and (NALRC) National African Languages Research Center Indiana University, Bloomington IN

- Process financial documents (using HRMS, FIS, and EPIC), including managing payroll and departmental and federal grant accounts
- Coordinate and arrange meetings, travel, conferences, and workshops
- Assist the director in organizing language seminars for the Department of Defense
- Communicate with customers, guests, and vendors to ensure satisfaction, resolve problems, and find opportunities for improvement
- Provide executive assistance to the director

Office Service Assistant   February 2007 – October 2007

FASE Mentoring Program, Academic Support & Diversity, Indiana University, Bloomington IN

- Supervised six student employees
- Used IU software programs for processing financial documents (FIS, EPIC, IUIE)
- Arranged office travel
- Performed administrative duties (answering phones, processing payroll, responding to emails, and filing)

Administrative Assistant   2004 –2005

Indiana University Asian Cultural Center, Indiana University

- Coordinated and planned travel arrangements for students and guest speakers
- Organized, structured, and prioritized vital information pertinent to students
- Demonstrated ability to make critical decisions with a high degree of competency
- Processed student payroll and facilitated the hiring process

ADDITIONAL INFORMATION

Computer Skills: Microsoft Office (including Word, Outlook, Excel, and PowerPoint)

Jared Stemper

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Bloomington, IN 47403-4558.
Mailing Box F11
jaastemp@iu.edu | 1(219) 286-4440

IT Support Specialist with 2+ years of professional experience in troubleshooting and consulting. A versatile skill set with experience in diligent customer service and comprehensive written/oral communication.

TECHNICAL EXPERIENCE
Languages: Java, Python
Platforms: Windows XP, Vista, 7, 8, 10, Mac-OS, Linux including Ubuntu and Kali
Networking Wireshark, NMap
Miscellaneous Microsoft Excel

PROFESSIONAL EXPERIENCE
University Information Technology Services, Indiana University, Bloomington, IN   Spring 2018
Support Center Consultant
- Having 1900 students, faculty, and staff both on the phone and in person helped for me to acquire communication skills and gain experience working with a large team.
- Inter-collaboration with a team of consultants to answer more difficult questions.
- Real-time tracking of university network problems and solved a wide range of typical problems helped for me to gain a greater understanding of how large networks function.
- Examined hardware for troubleshooting experience that spanned across multiple OSs and various software to build technical knowledge.

Kankakee Valley High School, Wheatfield, IN Fall 2016 - 2017
Computer Support Technician
- Applied troubleshooting knowledge in taking to fix and maintain school-issued Google Chromebooks.
- Began in an IT workspace with student interaction, which helped to diversify my ability to handle issues with clientele.
- Learned to troubleshoot problems first and then to ask others with experience for assistance.
- Expanded basic networking knowledge by learning to restore Windows to multiple sets of computers on a network.

EDUCATION
Indiana University, Bloomington, IN

Bachelor Degree in Computer Science, Anticipated Graduation: May 2021
Minor: Mathematics and Mandarin Chinese, Specialization: Security

APPENDIX A2: Field Advisory Board CVs
Esther Mukewa

DR. ESTHER MUKEWA LISANZA

Departments of World Languages and Cultures and African Studies

Howard University

esmukewa@yahoo.com

Cell phone: 1-217-377-8071

CV MAY 2018

EDUCATION

2011   PhD in Education: Language and Literacy at the University of Illinois, Urbana-Champaign.
2006   MA in African Studies at the University of Illinois, Urbana-Champaign.
1999   MA in Swahili Linguistics and Literature, University of Nairobi.
1998   Post Graduate Diploma in Education, Kenyatta University, Kenya.
1995   BA (Hons.) in Swahili Studies and Sociology, University of Nairobi, Kenya.

PROFESSIONAL/TEACHING EXPERIENCE

Spring 2018-	Assistant Professor, Departments of World Languages and Cultures and African Studies, Howard University
Fall 2016- Fall 2017	Teaching Assistant Professor and Coordinator, Program of African Languages, Department of African, African American and Diaspora Studies, University of North Carolina, Chapel Hill
Summer 2017	Trainer of Instructors of Lesson Commonly Taught Languages, Center for Language Excellence at Indiana University, Bloomington
Summer 2017	Master Teacher of Methodology and Best Practices of Teaching Second and Foreign Languages, Summer Institute for African Language Instructors, Indiana University, Bloomington
Spring 2015-2016	Visiting Assistant Professor, of Swahili and African Studies, Department of Liberal Studies, Winston-Salem State University
Spring 2015-2016	Visiting Scholar, African Studies Center, University of North Carolina, Chapel Hill
Summer 1 2016	Master Teacher of Methodology and Best Practices of Teaching Second and Foreign Languages, Summer Institute for African Language Instructors, Indiana University, Bloomington
Summer II 2015	Master Teacher of Methodology and Best Practices of Teaching Less Commonly Taught Languages, StarTalk Professional Development Program, Indiana University, Bloomington
Summer 1 2015	Master Teacher of Methodology and Best Practices of Teaching Foreign and Second Languages, Summer Institute for African Language Instructors, Indiana University, Bloomington
Fall 2011-2014	Lecturer of African Studies and Swahili, Department of African, African American and Diaspora Studies, University of North Carolina, Chapel Hill

Field Advisory Board   - 25 -

Fall 2006-2010	Swahili Teaching Assistant, Department of Linguistics and Center for African Studies, University of Illinois (U of I), Urbana-Champaign
Fall 2006-2010	Bilingual Teacher, Martin Luther Elementary School, Urbana, Illinois
Fall 2006-2010	Teacher, Junior Writers' Club, After School Program, University of Illinois Housing
2002-2003	Assistant Lecturer of Swahili Language and Literature, Department of Linguistics and African Languages, University of Nairobi, Kenya
1995-1997	English Teacher, Sengani High School, Kenya

CONFERENCE PRESENTATIONS

1. The Place of African Languages in the Official and Unofficial Curricular. This paper was presented at North-East Regional Consortium of Programs in African Languages (NERCPAL), February 2017, Howard University, Washington
2. The Voices of Kenyan Children in the 21st Century. This paper was presented at SEALLF Conference, October 2017, University of North Carolina, Chapel Hill
3. Multilingualism as a Tool for Intercultural Communication. This paper was presented at the African Language Teachers Association (ALTA) Conference, April 2017, Chicago, IL
4. The Role of African Women in Liberation Struggle in the Works of Alamin Mazrui and Ousmane Sembane. This paper was presented at SEALLF Conference, September 2016, Winston-Salem State University
5. Global Perspectives on Language Variation and Child Identities. This paper was presented at the American Education Research Association (AERA) Conference, April 2016, Washington, DC
6. Empowering African Languages in the US Academy. This paper was presented at the African Language Teachers Association (ALTA) Conference, April 2016, Atlanta, GA
7. Global Perspectives on Children Composing Their Lives. This paper was presented at National Council of Teachers of English, November 2015, Minneapolis, MN
8. The Place of African Indigenous Languages in Africa's Education and Development. This paper was presented at SEALLF Conference, October 2015, University of Georgia
9. Decolonizing Education in Africa. This paper was presented at the Annual Global Africana Conference, April 2015, University of North Carolina, Chapel Hill
10. Journal Writing in Foreign Language Education. This paper was presented at the African Language Teachers Association Conference, April 2015, Washington, DC
11. Using Songs in an African Language Classroom. This paper was presented at SEALLF Conference, October 2014, University of Georgia
12. Action research in Foreign Language Learning: Journal Writing. This paper was presented at SEALLF Conference, October 2014, University of Georgia
13. Action Research in a Second Language Classroom. This paper was presented at the African Language Teachers Association Conference, April 2014, Chicago, IL
14. Early Childhood Experiences in Kenya. This paper was presented at a Spencer-funded Project which was a Working Conference on Global Perspectives on Childhood and Composing, March 2014, Urbana- Champaign, IL

Field Advisory Board   - 26 -

15. 50 years of Language Debates in East Africa's Education Systems. This paper was presented at the symposium: Dialogues on East Africa and African Unity at 50, November 2013, University of North Carolina, Chapel Hill
16. Doing Action Research in Foreign Language Teaching. This paper was presented at SEALLF Conference, October 2013, University of Florida, Gainesville, FL
17. Giving Voice to your Students: A Case of one Swahili LAC Classroom. Paper presented at the Cultures & Languages Across the Curriculum (CLAC) Conference, Fall 2013, University of Richmond
18. The Influence of Classroom Context on Writing Practices: A Case Study of One Kenyan Classroom. Paper presented at the International Congress of Qualitative Inquiry, Spring 2013, Urbana-Champaign, Illinois
19. The Voice of Liberation in Swahili Literature: Kinjeketile and Mashetani. Paper presented at the African Literature Association Conference, Spring 2013, College of Charleston, Charleston
20. From Novice to Expert: The Role of Mediation in Swahili Learning and Teaching. Paper presented at the African Language Teachers Association Conference, Spring 2013, Chicago, IL
21. Monologic and Dialogic Interactions in a Second Language Classroom: The Case of Swahili. Paper presented at the African Language Teachers Association Conference, Spring 2012, University of Wisconsin, Madison
22. Official Writing Basics and Unofficial Play and Drawing in a Kenyan First Grade. Paper presented at National Council of Teachers of English, Fall 2011, Chicago, IL
23. Kenyan Children's Encounter with Literacy: Sociocultural and Dialogic perspectives. Paper presented at the College of Education Graduate Students' Conference, Spring 2010, University of Illinois, Urbana-Champaign
24. Language Learning and Literacy in a Rural Kenyan Classroom. Paper presented at the African Students' Organization Forum, Spring 2010, University of Illinois, Urbana-Champaign
25. What Does It Mean to Learn Swahili? Paper presented at the African Students' Organization Forum, Spring 2009, University of Illinois, Urbana-Champaign

INVITED GUEST SPEAKER
1. March 2017: Guest Speaker, World View's Annual Conference for the North Carolina Teachers, Chapel Hill. I presented on All Languages Matter: African Children Telling their own Stories
2. August 2016: Guest Speaker, STARTALK's Fall Conference, Atlanta. I presented on Effective Teaching Approach in Foreign Language Teaching
3. February 2014: Guest Speaker, School of Education's Conference, University of North Carolina-Chapel Hill. I presented on Education in East Africa

UNPUBLISHED THESIS & DISSERTATION
1. What Does it Mean to Learn Oral and Written English Language: A Case Study of a Rural Kenyan Classroom, Unpublished Ph.D. Dissertation, University of Illinois, 2011

2.   Relative Clause: A Comparative Study in Kiswahili and Kikamba, Unpublished MA Thesis, University of Nairobi, 1999

PUBLICATIONS
Books (forthcoming):
1.   Esther M. Lisanza: *The Multivoices of Kenyan Primary School Children Learning to Read and Write*. Palgrave Macmillan
2.   Leonard Muaka and Esther M. Lisanza (eds.): *Language, Literature, Education and Liberation in Africa and the African Diaspora*. Lexington

Peer Reviewed Journal Articles and Book Chapters
1.   Esther M. Lisanza (2017*). Swahili Pedagogy in the USA: Preliminary Observation*. In Dainess Maganda (ed.), The Literature and the Language of Africa and the Diaspora. Adonis & Abbey Publishers
2.   Esther M. Lisanza et al (2016). "Using Music/Songs in an African Language Classroom: Ideas and Challenges." In Dainess Maganda and Karim Traore (eds.), *Language and Literature: Vehicles for the Enhancement of Cultural Understanding*. Adonis & Abbey Publishers
3.   Esther M. Lisanza (2016). "Rafiki: A Teacher-Pupil." In Anne Dyson (ed.), *Child Cultures, Schooling, and Literacy: Global Perspectives on Composing Unique Lives*, London: Routledge
4.   Esther M. Lisanza (2015). "Language Policies in East Africa." In Eunice N. Sahle (ed.), *Globalization and Socio-Cultural Processes in Contemporary Africa*. New York: Palgrave Macmillan
5.   Esther M. Lisanza (2014). *Dialogic Instruction and Learning: The Case of one Kiswahili Classroom*. Language, Culture, & Curriculum Journal 27, no. 2 (May 2014): 121-135

BOOK REVIEWS
1.   Esther M. Lisanza: Review of *My Name is Blessing* by Eric Walters. Africa Access (June 2014)
2.   Esther M. Lisanza: Review of *Walking Home* by Eric Walters. Africa Access (May 2015)

PROFESSIONAL TRAINING & CERTIFICATION
Fall 2015	National African Language Resource Center (NALRC) workshop to finalize the manuscript for Standards for learning African Languages, Oct. 5-7, Chapel Hill, NC
Fall 2015	Startalk Fall Conference, Oct. 16-17, 2015 in Orlando, FL
Spring 2015	Startalk Spring Conference, May 8-9, 2015 in Denver, CO
Fall 2014	Startalk Fall Conference, October 24-25, 2014 in Indianapolis, IN
Summer 2014	Master Teacher in training, Swahili StarTalk Professional Development Program, Indiana University, Bloomington
2011	Certificate of Advanced Study in Second Language Acquisition and Teacher Education (SLATE), University of Illinois at Urbana-Champaign
2011	Swahili StarTalk Certificate, National Council of Less Commonly Taught Languages (NCOLTL), University of Wisconsin, Madison

Field Advisory Board   - 28 -

2006	American Council on the Teaching of Foreign Languages (ACTFL) workshop on testing Oral Proficiency Interview in Language Learners (OPI) University of Illinois
2005	Certificate in Coordination and Teaching of African languages, National African Language Resource Center (NALRC), University of Wisconsin, Madison

GRANTS

2017	Title VI Grant to do Research in Kenya, African Studies Center, University of North Carolina, Chapel Hill
2012	Craver Funds: Department of African and African American Studies, University of North Carolina, Chapel Hill

AWARDS

2010-2011	College of Education Dissertation Fellowship, University of Illinois.
2004-2010	Department of Linguistics Teaching Assistantship, University of Illinois.
1997-1999	Department of Linguistics Scholarship, University of Nairobi.

SERVICE

Fall 2016-2017	Member of Language Across the Curriculum, University of North Carolina, Chapel Hill
Fall 2016-2017	Member of Foreign Language Assessment, University of North Caroline, Chapel Hill
Fall 2016-2017	Coordinator, Program of African Languages, University of North Carolina, Chapel Hill
Fall 2015- present	Communication Coordinator of SEALLF (South East Languages and Literature Forum)
Spring 2015	Member of International Fair Committee, Winston-Salem State University
2015	Faculty Advisor, IDS Honor Society, Winston-Salem State University
2013-2017	Patron of Harambee on the Hill Student Organization, University of North Carolina, Chapel Hill
2012-2017	Patron of Uhuru Child Student Organization, University of North Carolina, Chapel Hill
2013-2014	Member of Department's Academic Affairs Committee, University of North Carolina, Chapel Hill
2012	Member of Department's Outreach Committee, University of North Carolina, Chapel Hill
2011	Member of Department's Intellectual Dialogues Committee, University of North Carolina, Chapel Hill

PROFESSIONAL MEMBERSHIP

2016- Current	AERA (American Education Research Association)
2015- Current	AASP (Association of African Studies Programs)
2012- Current	ICQI (International Conference of Qualitative Inquiry)
2011- Current	NCTE (National Council of Teachers of English)

Field Advisory Board - 29 -

2004- Current	ALTA (African Languages Teachers Association)
2011- Current	NCOLCTL (National Council of Less Commonly Taught Languages)
2012- Current	CHAUKIDU (Chama cha Uenezaji wa Kiswahili Duniani-The Global Association of Swahili)
2011- Current	SEALLF (South East Languages and Literature Forum)

Leonard Muaka

Dr. Leonard Muaka is an Associate Professor in the Department of World Languages and Cultures at Howard University where he teaches Swahili, African Studies and applied linguistics courses to both undergraduate and graduate students. He is the Director of the Howard Swahili Study Abroad program that takes place in Kenya and Tanzania, and also the Coordinator of the Program in African Languages at Howard University. Since joining Howard University in Spring 2016, he has developed a Swahili revamped Program in African Languages that offers a variety of courses as well as study abroad programs. He holds a Ph.D. in linguistics and a Certificate in Second Language Acquisition and Teacher Education from the University of Illinois, Urbana-Champaign. He is an excellent Swahili teacher, who has taught intensive and regular Swahili language and literature courses at different universities in Kenya, Mexico and USA. Working mostly in language related departments, he has held the role of department chair at Winston Salem State University, supervising, teaching and coordinating language related activities at Illinois, Ohio and Nairobi universities. As a trained applied linguist, his major research interests include second language acquisition, assessment in foreign and second language proficiency, World Englishes, second language material development, sociolinguistics of youth language in urban and rural settings, language variation, language and identity, politics of language, and multilingualism. Apart from publishing articles and book chapters that focus on linguistics and pedagogy, Dr. Muaka is also the lead author of an Intermediate Swahili textbook entitled, Tusome Kiswahili (Let's read in Swahili) 2006, National African Language Resource Center Press. He is currently working on a multimedia Elementary Swahili book project. As an active member of the African Languages Teachers Association (ALTA), he has participated in many workshops on the coordination and standardization of the teaching of the less commonly taught languages, especially Swahili. He is the current president of ALTA and the current Executive Director of the Global Promotion of Swahili Association also known as CHAUKIDU. Additionally, he serves on the Advisory Board of MFLTA and South East African Languages Forum (SEALLF).

<u>**Brenda Wawire**</u>

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BRENDA WAWIRE, PH.D.

University of Kansas ·1440 Jayhawk Boulevard ·Bailey Hall, Room 9 ·Lawrence, KS 66045, USA
Email: wawireb@ku.edu

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EDUCATION
Florida State University (FSU) – Tallahassee, FL
Doctor of Philosophy in Curriculum & Instruction - Foreign & Second Language Education
>   August 2017
>   - Dissertation: Causal-effect of cross language transfer of phonological awareness: a randomized control trial
>   - Supervisor: Dr. Young-Suk Kim

University of Mississippi – Oxford, MS
Master of Arts in Teaching English to Speakers of Other Languages
>   May 2013
>   - Thesis: The effect of direct and indirect corrective feedback taking a sociocultural approach
>   - Supervisor: Dr. Tamara Warhol

Kenyatta University – Nairobi, Kenya
Bachelor of Education Arts in English, Linguistics & Literature
>   August 2009

CERTIFICATES
Florida State University (FSU) – Tallahassee, FL
Graduate Certificate in Measurement and Statistics
>   Spring 2017
Graduate Certificate in Program Evaluation
>   Fall 2015

ACADEMIC APPOINTMENTS
Lecturer & African Languages Coordinator, African and African American Department,
>   December 2017 – Present

University of Kansas
- Coordinating all African and diasporic languages in the department (Kiswahili, Arabic, Wolof and Haitian Creole)
- Coordinating instruction in African and diasporic language courses
- Facilitating curriculum and syllabus design and implementation
- Providing instructor with support for language assessments design
- Advising students taking African and diasporic languages
- Facilitating internal and external professional development training for African Languages Instructors

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CURRICULUM DESIGN EXPERIENCE
The Language Acquisition Resource Center, San Diego State University – San Diego, CA
Kiswahili Curriculum Developer, STARTALK Kiswahili Infrastructure Project 2017,
        July 2017 – December 2018
Federally-funded grant program to develop instructional resources for six courses in Swahili language at the Novice-mid to Advanced-High levels of proficiency, suitable for both heritage and non-heritage students.

- Making six curricular for each proficiency level for the subskills of listening and speaking, and reading writing and culture integrated following the backward curriculum design framework and the world readiness standards all targeting communicative performance.
- Design key performance assessments that interpersonal, interpretive and presentation modes of communication
- Making 80 thematically organized lesson plans for each proficiency levels that integrate language culture and content
- Design diverse age appropriate learning activities for learners with a variety of learning strategies

UNIVERSITY TEACHING EXPERIENCE
Summer 2017   Elementary Swahili (SWAH 1130) University of Florida
Summer 2017   Intermediate Swahili (SWAH 1131) University of Florida
Spring 2017   Principles for Language Teachers (TSL 4080-01) Florida State University
Fall 2016   Principles for Language Teachers (TSL 4080-01) Florida State University
Summer 2014   Elementary Swahili (SWAH 1130) University of Florida
Summer 2014   Intermediate Swahili (SWAH 1131) University of Florida
Summer 2013   Intermediate Swahili (SWAH 2201) University of Florida
Summer 2013   Advanced Swahili (SWAH 2202) University of Florida
Spring 2013   Structure of Less Commonly Taught Languages (LING/AAS 350-03) University of
                Mississippi
Fall 2012   Structure of Less Commonly Taught Languages (LING/AAS 350-02) University of
                Mississippi
Spring 2012   Structure of Less Commonly Taught Languages (LING/AAS 350-01) University of
                Mississippi
Spring 2011   Elementary Swahili (102-002) Jackson State University
Fall 2010   Elementary Swahili (101- 001) Jackson State University

PUBLICATIONS
<u>MANUSCRIPTS UNDER REVIEW</u>

- Wawire B. A., & Kim, Y-S., (In press) *Causal Effect of Cross-Language Transfer of Phonological Awareness: A Randomized Control Trial in a Multilingual Context*. Scientific Studies of Reading.
- Wawire B. A., (Under review) *Improving the quality of reading instruction: Reconstructing reading curriculum in teacher preparation program in Kenya*. Africa Education Review.

- Wawire B. A., & Zuilkowski, S. S., (Under review) *The role of receptive and decoding language skills in predicting reading comprehension among multilingual first grade children in Kenya.*
- Papi, M., Wawire, B. A., Bondarenko H., Jiang, C., & Zhang, X., (Under review). *Motivation and Feedback: The effects of implicit theories of L2 intelligence on students' response to written corrective feedback.* Second Language Writing.

WORKS IN PROGRESS
- Wawire, B. A., (In progress). *The effect of the type of instruction on the literacy outcomes of multilingual first grade children.*
- Wawire B.A., (In progress). *Implementing STARTALK-endorsed principles in Swahili Curriculum Design: Implications for effective instruction.*

PRESENTATIONS
- Wawire B. A., & Zuilkowski S.S. (2018). (Accepted). The role of vocabulary and decoding language skills in predicting reading comprehension: a cross-linguistic perspective. To be presented at the Society of Scientific Study of Reading 25th Annual Meeting, Brighton, United Kingdom. (International)
- Wawire B. A., & Mwangi P. (2018). Implementing STARTALK-endorsed principles in Swahili Curriculum Design: Implications for effective instruction. Presented at the 21 Annual National Council of Less Commonly Taught Languages. Herndon, Virginia. (International)
- Wawire B. A., (2018). Improving the quality of reading instruction: Reconstructing reading curriculum in teacher preparation program in Kenya. Presented at American Educational Research Association Annual Meeting New York City, New York. (International).
- Wawire B. & Kim YS., (2017). Causal-effect of cross language transfer of phonological awareness: a randomized control trial. Presented at the Society of the Scientific Study of Reading 24th Annual Meeting. (International)
- Wawire, B., (2015). Focused direct and indirect written corrective feedback: factors influencing uptake and retention of written corrective feedback. Presented at the American Council of Foreign Language Teachers Conference, San Antonio Texas. (International)
- Wawire, B., Wasan T., & Yu M., (2014) Using digital storytelling to teach elementary ESL grammar. Presented at the 11th Annual TESOL Applied Linguistics Graduate Students annual conference, East Carolina University. (Regional)
- Wawire, B., (2013). The use of wikis and chats in teaching writing in Swahili" presented at the National Council of Less Commonly Taught Languages convention, Chicago, Illinois. (National).
- Wawire, B., & Muchira, J. (2013). Quality Assurance Measures: Curbing dropout in primary school in Kenya. Presented at the CIES South East Regional Conference, Tallahassee, Florida. (Regional)
- Wawire, B. (2013). The effect of direct and indirect feedback taking a sociocultural approach presented at the Alabama-Mississippi Teachers of English to Speakers of Other Languages, Huntsville, Alabama. (Regional)

UNIVERSITY COMMITTEE SERVICE

2016 – 2017   Search Committee, Florida Center for Reading Research – Reading & Language Arts, Assistant Professor

2015 – 2016   Search Committee, College of Education School of Teacher Education – Foreign & Second Language Education, Assistant Professor

PROFESSIONAL DEVELOPMENT

2018   National African Language Resource Center (NALRC) Trainer of Trainers Professional Development Workshop for Less Commonly Taught Languages. Indiana University, Bloomington, IN.

2017   American Council of Foreign Language Swahili Standards Setting Workshop. Department of the Army: Defense language Institute Foreign Language Center and Presidio of Monterey, Embassy Suites, Baltimore, MD.

2017   Sisters of the Academy (SOTA) Research Boot Camp (Junior Scholar). Florida State University, Tallahassee FL.

2017   National African Language Resource Center (NALRC) Second Professional Development for Less Commonly Taught Languages Instructor Training/Workshop, Indiana University, Bloomington, IN.

2015   Sisters of the Academy (SOTA) Research Boot Camp (Level 1 doctoral student). Florida State University, Tallahassee FL.

2015   FSU Startalk teacher training for Less Commonly Taught Languages, Florida State University, Tallahassee, FL.

2012   Swahili Startalk teacher training, University of Wisconsin-Madison, Madison, WI.

2012   Excellence in Leadership Summer Institute, University of Pennsylvania, Philadelphia, PA

2012   National African Languages Resource Center Summer Institute, University of Wisconsin-Madison, WI.

FUNDING AWARDS

2015 – 2016   International Peace Scholarship. Funded by Philanthropic Educational Organization. Total award $10,000.

2015 – 2016   Richard A. Horovitz Fund for Professional Development. Funded by Institute of International Education. Total award $6,000.

2015 – 2016   Dissertation Research Grant. Funded by Florida State University. Total award $1,000.

2014 – 2015   International Peace Scholarship. Funded by Philanthropic Educational Organization. Total award $10,000.

2013 – 2014   College of Education Scholarship. Funded by Florida State University. Total award $1,000.

2010 – 2011   Fulbright Foreign Language Teaching Assistant placed at Jackson State University. Funded by the Institute of International Education.

MEMBERSHIPS

• American Council of Teachers of Foreign Languages, date – Present
• National Council of Less Commonly Taught Languages (NCLCTL), date – Present
• Society of the Scientific Study of Reading

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- South East Evaluation Association

LANGUAGE SKILLS
- English – fluent in speaking, reading and writing
- Swahili – native in speaking, reading and writing
- Lunyala – native in speaking, reading and writing

TECHNOLOGY SKILLS
- Course management: Blackboard, Canvas
- Data analysis software: SPSS, Mplus, Nvivo

Jonathan Choti
5657 Creekwood Lane
Haslett, MI 48840
Email: chotijon@msu.edu
Phone: (517) 930-1039

EDUCATION

2015   Ph.D. in linguistics with a focus on African languages specializing in Bantu morphophonology, Michigan State University, East Lansing.
Dissertation title: Phonological (a)symmetries of Bantu nasal prefixes

1998   M.A. in English language and linguistics with an emphasis on the sociolinguistics of African languages, Egerton University, Kenya.
Thesis title: Language and hierarchy: the linguistic portrayal of the Gusii woman

1993   B.A. in Swahili and English linguistics (double major) with a minor in sociology, Egerton University, Njoro, Kenya.

TEACHING EXPERIENCE

2016- Present   Assistant Professor of African languages, Michigan State University Teach two Swahili courses and one course in the Integrated Studies in the Arts and Humanities Program (IAH 211A) that focuses on African cultures, languages, and literature.

2015-Present   Faculty leader for a 6-week Summer Study Abroad Program to Tanzania, Michigan State University (International Studies and Programs, ISP): Sustainable Community Development in Tanzania.

2014-2015   Instructor, Swahili and African cultures, Michigan State University Taught two Swahili courses and one Area Studies (Africa) course (IAH 211A) that I developed (this course focuses on African cultures, languages, and literature).

2011-2013   Swahili Instructor, Michigan State University, East Lansing
Taught two Swahili courses in fall and spring semesters, respectively
(Elementary/Intermediate/Advanced)

Summer 2012   Swahili Instructor, Michigan State University, East Lansing
Taught Swahili language and culture as part of a summer course run by African Studies Center for talented high school students entitled: Questions, Issues, and Debates in Global Studies: Exploring Africa through the Arts and Humanities.

Sumer 2011   Adjunct Swahili Instructor, University of Florida, Gainesville, Florida Taught
                  Intermediate Swahili at the Title VI funded Summer Co- operative African Languages
                  Institute (SCALI).

2010-2011   Swahili Instructor, Michigan State University, East Lansing Taught Intermediate and
                  Advanced Swahili per academic year.

2010 - 2011   Adjunct Swahili Instructor of Elementary Swahili, Kalamazoo College,
                  Kalamazoo, Michigan

Summer 2010   Swahili Instructor, Michigan State University, East Lansing
                  Taught Intermediate Swahili at the Title VI funded Summer Co- operative African
                  Languages Institute (SCALI).

Summer 2009   Swahili Instructor, Michigan State University, East Lansing
                  Taught elementary Swahili at the Title VI funded Summer Co- operative African
                  Languages Institute (SCALI).

2005- 2011   Swahili Teaching Assistant (TA), Michigan State University
                  Taught one Swahili course in fall and spring semester, respectively (i.e.
                  Elementary/Intermediate/Advanced Swahili).

2005-2008   Instructor, Michigan State University, East Lansing, Michigan Taught Swahili in the
                  Explore Africa Program, a summer program run by the African Studies Center for
                  talented high school students.

2000-2003   Linguistics Lecturer, University of Eastern Africa, Baraton, Kenya.
                  Courses taught included English grammar, college writing, communication skills,
                  phonetics and phonology, introduction to linguistics, and syntax; coordinated English
                  Placement Test.

1997-1999   Management Communication Lecturer, Kenya School of Government, Lower Kabete,
                  Kenya.
                  Taught courses such as public speaking, speechwriting, organizational communication,
                  report writing, conduct of meetings and minute writing, memorandum writing,
                  negotiation skills.
                  Supervised fieldwork conducted by senior government administrators enrolled in KSG
                  programs.

1996-1997   Swahili/English teacher, Nyamache High School, Nyamache, Kenya.
Jan-Sep. 1993   Swahili/English teacher, Nyamache High School, Nyamache, Kenya.

AFFILIATION TO PROFESSIONAL ORGANIZATIONS
   •   National Council of Less Commonly Taught Languages (NCOLCTL)

Field Advisory Board   - 38 -

- Association of Contemporary African Linguists (ACAL)- Executive Board Member
- African Language Teachers' Association (ALTA)
- Chama cha Ukuzaji wa Kiswahili Duniani Chaukidu)

AWARDS, GRANTS, FELLOWSHIPS, AND SCHOLARSHIPS

- Travel Award, African Studies Center, Michigan State University, to attend and give a talk at the annual conference of the African Language Teachers' Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL), Holiday Inn & Suites, Atlanta Airport-North, Georgia, April 21-24, 2016.

- Travel Award, African Studies Center, Michigan State University, to attend and give a talk at the 47th Annual Conference on African Linguistics (ACAL47) at the University of California Berkeley; March 23-26, 2016.

- Travel Award, Department of Linguistics and Languages, Michigan State University, to attend and give a talk at the 8th Annual Conference of the Kenya Scholars and Studies Association (KESSA), University of Northern Alabama (UNA), Florence, Alabama; September 5-6, 2015.

- Travel Award, African Studies Center, Michigan State University, to attend and give a talk at the annual conference of the African Language Teachers' Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL), Hilton Hotel, Washington-Dulles Airport, Virginia; April 24-26, 2015.

- Travel Award, Department of Linguistics and Languages, Michigan State University, to attend and give a talk at the 46th Annual Conference on African Linguistics (ACAL46) at University of Oregon; March 26-28, 2015.

- Travel Award, Department of Linguistics and Languages, Michigan State University, to attend and present a paper at the 7th Annual Conference of the Kenya Scholars and Studies Association (KESSA), University of Northern Alabama (UNA), Florence; September 5-6, 2014.

- Fellow to the 2-week National African Language Resource Center's (NALRC) Second Language Acquisition Certificate Program for Less Commonly Taught Languages, Indiana University, Bloomington, Indiana; May 19-30, 2014.

- Travel Award, African Studies Center, Michigan State University, to attend and give a talk at the annual conference of African Language Teachers' Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL), Westin Chicago Hotel, Illinois; April 23-26, 2014.

- Travel Award, African Studies Center and Department of Linguistics and Languages, Michigan State University, to attend and give a talk at the 45th Annual Conference on

African Linguistics (ACAL45), the University of Kansas, Lawrence, Kansas; April 17-19, 2014.

- Travel Award, African Studies Center, Michigan State University, to attend and give two talks at the annual conference of the African Language Teachers' Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL), Eaglewood Resort & Spa, Chicago, IL; April 25-28, 2013.

- Awarded Accommodation Support by the National Council of Less Commonly Taught Languages (NCOLCTL) to attend and present at the annual conference of the African Language Teachers' Association (ALTA) and NCOLCTL, Eaglewood Resort & Spa, Chicago, Illinois; April 25-28, 2013.

- Travel Award, Graduate School, Michigan State University, to attend and give a talk at the 44th Annual Conference on African Linguistics (ACAL44), Georgetown University, Washington DC.; March 7-10, 2013.

- The NCOLCTL Swahili Startalk Fellowship to participate in a 3-week Professional Development Program on the Pedagogy of African Languages, University of Wisconsin, Madison, Wisconsin; July/August 2012.

- Travel Award, African Studies Center, Michigan State University, to attend and present a paper at the annual conference of the African Language Teachers' Association and the National Council of Less Commonly Taught Languages (ALTA/NCOLCTL), Madison, Wisconsin; April 25-29, 2012.

- Awarded Accommodation Support by the National Council of Less Commonly Taught Languages (NCOLCTL) to attend and present a paper at the annual conference of the African Language Teachers' Association (ALTA) and NCOLCTL, Madison, Wisconsin; April 25-29, 2012.

- Travel Award, Department of Linguistics and Languages, Michigan State University, to attend and present a paper at the annual conference of the African Language Teachers' Association and the National Council of Less Commonly Taught Languages (ALTA/NCOLCTL), University of Wisconsin, Madison, Wisconsin; April 2012.

- Travel Award, Department of Linguistics and Languages, Michigan State University, to attend and present a paper at the 41st Annual Conference on African Linguistics (ACAL41), University of Toronto, Toronto, Canada; May 6-8, 2011.

- Nominated by students and received recognition from Department of Residence Life, Michigan State University, as being a "Learning Leader" for "stimulating students to think, reflect, connect ideas, and explore knowledge and become excited about learning"; May 2011.

- Awarded Accommodation Support by the National Council of Less Commonly Taught Languages (NCOLCTL) to attend and present a paper at the annual conference of the African Language Teachers' Association (ALTA) and NCOLCTL, University of Wisconsin, Madison; April 18-22, 2010.

- Summer Research Grant ($1,500.00) by LATTICE (Linking All Types of Teachers to Cross-Cultural Education, a Professional Development and Institutional Partnership between Michigan State University and Lansing Area School Districts); May 2009.

- Travel Award, Graduate School, Michigan State University, to attend and present a paper at the 39th Annual Conference on African Linguistics (ACAL39), University of Georgia, Athens, Georgia; April 17-20, 2008.
- Awarded Accommodation Support by the National Council of Less Commonly Taught Languages (NCOLCTL) to attend and present a paper at the 38th Annual Conference on African Linguistics (ACAL38) and African Language Teachers' Association (ALTA) conference at the University of Florida, Gainesville, Florida; April 22-25, 2007.
- Faculty Development Award, University of Eastern Africa, Baraton, Kenya, to attend an eight-week Linguistics Summer Institute organized by the Linguistics Society of America (LSA), Michigan State University; 2003.
- Awarded a summer fellowship by the Linguistics Society of America (LSA) to attend the 2003 LSA Linguistics Summer Institute at Michigan State University ($ 4,272.00).
- Awarded a full Scholarship to undertake a Master of Arts Program, Egerton University, Njoro, Kenya; 1993-1996.

PUBLICATIONS AND CONFERENCE TALKS/PRESENTATIONS

Choti, Jonathan. (2016). *Ndege wote wanalia: umuhimu wa mashairi katika kufundisha lugha na utamaduni wa Waswahili.* Talk given at the annual conference of the African Language Teachers' Association/National Council of Less Commonly Taught Languages, Holiday Inn & Suites, Atlanta Airport- North, Atlanta, Georgia; April 21-24.

Choti, Jonathan. (2016). *Hiatus resolution in Swahili*. Talk given at the 47th Annual Conference on African Linguistics (ACAL47), University of California, Berkeley; March 23-26.

Choti, Jonathan. (2015). *Asymmetries of Bantu pre-consonantal nasal prefixes*. In Kramer, Ruth et al, eds. Selected Proceedings of the 44thAnnual Conference of African Linguistics. Somerville, MA: Cascadilla Proceedings Project [publication]

Choti, Jonathan. (2015). *Language and identity: the failure of Swahili as a national language in Kenya*. Paper presented at the 7th annual conference of KESSA (Kenya Scholars and Studies Association), University of Northern Alabama, Florence; September 5-6.

Choti, Jonathan. (2015). *Kufundisha utamaduni wa Waswahili kupitia vitendawili*. Paper presented at the annual conference of the African Language Teachers' Association/National Council of Less Commonly Taught Languages, Hilton Hotel, Washington-Dulles Airport, Virginia; April 24-26.

Choti, Jonathan. (2015). *Segment resurrection in Bantu*. Paper presented at the 46th Annual Conference on African Linguistics (ACAL46), University of Oregon, Eugene, Oregon; March 26-28.

Choti, Jonathan. (2014). *Boosting student performance in a second language: the communicative approach*. Paper presented at the 7th Annual Conference of the Kenya Scholars and Studies Association, University of Northern Alabama, Florence, Alabama; September 5-6.

Choti, Jonathan. (2014). *The relevance of second language acquisition theories to pedagogical practices*. Paper presented at the annual conference of the African Language Teachers' Association/National Council of the Less Commonly Taught Languages, Westin Hotel, Chicago, Illinois; April 25-27.

Choti, Jonathan. (2014). *Typology of postnasal alternations in Bantu: interaction of manner, place and phonation*. Paper presented at the 45th Annual Conference on African Linguistics (ACAL45), University of Kansas, Lawrence, KS; April 17-19.

Choti, Jonathan. (2013). *Asymmetries of Bantu pre-consonantal nasal prefixes*. Paper presented at the 44th Annual Conference on African Linguistics (ACAL44), Georgetown University, Washington DC; March 7-10.

Choti, Jonathan. (2013). *Motivation in L2 learning: how teacher practices can improve motivation to learn*. Paper presented at the annual conference of the African Language Teachers' Association/National Council of Less Commonly taught Languages, Eaglewood Resort & Spa, Chicago, Illinois; April 25-28.

Choti, Jonathan. (2013). *Kutatua ukinzani kati ya mbinu za mwalimu na za wanafunzi*. Paper presented at the annual Conference of the African Language Teachers' Association/National Council of Less Commonly Taught Languages, Eaglewood Resort & Spa, Chicago, Illinois, April 25-28.

Choti, Jonathan. (2013). *Bantu pre-consonantal nasals as subsegments: evidence from (dis)harmony patterns*. Paper presented at the 44th Annual Conference on African Linguistics, Georgetown University, Washington DC.; March 7-10.

Choti, Jonathan. (2012). *Teaching culture through the novel: a case of Shida in Swahili*. Paper presented at the annual conference of the African Language Teachers' Association/National Council of Less Commonly Taught Languages, University of Wisconsin, Madison, Wisconsin; April 25-29.

Choti, Jonathan. (2010). **NC Effects in Swahili and Ekegusii*. Paper presented at the 41st Annual Conference on African Linguistics (ACAL41), University of Toronto, Toronto, Canada; May 6-8.

Choti, Jonathan. (2010). *The role of linguistics in L2 teaching: A case of Swahili Nasal-obstruent sequences*. Paper presented at the annual conference of the African Language Teachers' Association/National Council of Less
Commonly Taught Languages, University of Wisconsin, Madison; April 18-22.

Choti, Jonathan. (2008). *The morphosyntax of the preprefix in Ekegusii*. Paper presented at the 39th Annual Conference on African Linguistics (ACAL39), University of Georgia, Athens, Georgia; April 17-20.

Choti, Jonathan. (2000). *Publishing in African languages: pertinent issues*. Paper presented at the 1st International Conference on African Languages, Kisumu, Kenya; May 21-23.

Field Advisory Board   - 42 -

Zoli Mali

Dr. Zoliswa O. Mali
Pardee School of Global Studies African Studies Center
232 Bay State Road, Boston, MA 02215
Telephone: 617- 358 - 5137 (Office) 857-234-8307
Email: zolimali@bu.edu

Educational History

2007   Ph.D. Second Language Acquisition (Technology/ Linguistics specialization), The University of Iowa Dissertation: Exploring Communication Strategy Use by Learners of isiZulu in Computer Mediated Communication (CMC)

2002   M.A. Linguistics, The University of Iowa, USA

1995   M.A. (cum laude) African Languages, University of Stellenbosch, South Africa Thesis: Existential Sentences in isiXhosa

1989   B.A. with honors in African Languages, University of Fort Hare, South Africa Mini-Thesis: Theme and Imagery in D.M. Jongilanga's Play- Ndiyekeni

1988   B.A. University of Fort Hare, South Africa
        Majors: African Languages (Nguni Languages) and English

Academic/ Teaching Positions

2018-   Senior Lecturer, Pardee School of Global Studies, African Studies Center, Boston University

2017 to date   Director, African Language Program, Pardee School of Global Studies, African Studies Center, B.U. 2010-2018 Lecturer, College of Arts & Sciences, African Studies Center, Boston University, Boston

2007- 2010   Clinical Assistant Professor & Coordinator of Southern African Languages, Boston University 2007 Visiting Lecturer, Summer Language Intensives (Zulu), University of California at Los Angeles 2005 & 2006 SCALI Zulu Instructor, Indiana University, employed by Yale University (Summer)

2004-2006   Zulu Tutor, Autonomous Language Learning Network, International Programs, The University of Iowa

2000-2005   Teaching Assistant, The University of Iowa

2003   Teaching Assistant for Language and Society, Linguistics

2000-2005   Teach Elementary and Intermediate Zulu courses, Linguistics

1989-2000   Lecturer, African Languages and Literature, University of Fort Hare, South Africa

1978-1988   Teacher & Deputy Principal, Qongqotha Primary School, Department of Education, South Africa

Professional Positions

2018   Reviewer, South African Journal of African Languages, Pretoria, South Africa

2017 to date   Vice President, ALTA (African Language Teachers Association), USA

2017   Reviewer, NFMLTA (National Federation of Foreign Language Teacher's Associations) Grant Applications

2017 to date   Reviewer ALTA (African Language Teacher's Association) Conference Proposals

2017   Reviewer, JALTA (Journal of African Language Teachers Association), USA

2016 & 2017   External Reviewer of AFLI (African Flagship Languages' Initiative- Summer Program, University of Florida

2014-2017   Secretary/ Treasurer, ALTA (African Language Teachers Association), USA

Field Advisory Board   - 43 -

2013-14	Reviewer (Journal Article), Indiana University Press, Bloomington, IN
2012	Reviewer, (Book proposal) Tufts University Publications, Boston, MA
2011-2012	Reviewer, University of Pretoria Manuscripts, Pretoria, SA
2011-2013	External Examiner, Rhodes University, Grahamstown, SA
2012-2014	External Examiner, UNISA, Pretoria, SA.
2011-2013	Chair, Naming Committee, University of Fort Hare
2011-2013	Chairperson, Eastern Cape Regional ALASA (African Languages Association of Southern Africa
2008-2011	Coordinator: International Linkage Project (Boston University, Boston, Massachusetts and University of Fort Hare, South Africa) & Participant in Study Abroad Project for BU & UJ, South Africa
2010	Coordinator, Language Buddies' Program, Globally Speaking Project, Boston University
2010	Advisory Board Member, South Africa Partners World Cup Boston 2010, Boston, MA
2010-2018	Reviewer of conference proposals and abstracts, African Language Teachers Association, USA
2009-2010	Coordinator, Multimedia online language materials -development Project, Boston University, MA
2009	Reviewer, Yale University Conference Proceedings Publication, New Haven, CT
2008-	Advisory Board member, Izwi lomzukazwe Journal, The Pan South African Languages Board
2006	Reviewer, Agenda Journal, Durban, South Africa
2005-2006	Research Assistant, International Programs - Developing web-based Zulu and Xhosa instructional materials for the ObjectMover Project, The University of Iowa
1996-2016	External Examiner
1996-1998	(Xhosa) University of Stellenbosch, South Africa 1996-1998 (Xhosa) Border Technikon (Xhosa), South Africa
2004	(Zulu) Tufts University, USA & 2006 Washington and Lee University, USA
2011-2015	(Xhosa) University of South Africa & Rhodes University; Yale & Florida Universities (Zulu)
2016-	Ph.D Candidate for the University of KwaZulu-Natal (South Africa)
2002-2003	Director, Fulbright Hayes Zulu Group Projects Abroad, Yale University, hosted by The University of Natal, Pietermaritzburg, South Africa (Summer)
2004	Fellow, Think Tank for a virtual Less Commonly Taught Language Lab, The University of Iowa. 1998 – 2000 Coordinator, African Studies Institute, Phillips Academy, Andover, Massachusetts and University of Fort Hare, South Africa
1994-1996	Proofreader, Xhosa Dictionary Project, University of Fort Hare, South Africa

Training Programs in Language Teaching and Learning

2017	ACTFL/ILR OPI- Language proficiency tester certification training workshop, March 1-5, Alexandria, VA
2015	World Readiness Standards for Learning Swahili, Yoruba and Zulu Workshop, 11/05-07, University of North Carolina, Chapel Hill, NC
2015	NALRC Summer Training Workshop for Trainers of African Language Instructors, May 18-29, Indiana University, Bloomington, IN
2013	Strengthening Doctoral Supervision Workshop, 04-07/02/2013, University of Fort Hare, Alice.
2010	Training of Trainers: Summer Professional Development Program for African Language Coordinators and Directors. June 1 - 4, 2010, National African Languages Resource Center (NALRC), University of Wisconsin, Madison, Focusing on: 1. Technology use in African Language Teaching 2. Language Program Development and Evaluation.
2009	Cyberethics and Policies for Technology Use, July 6-14, School of Education, Boston University

2009   Multimedia Training for African Languages Materials Development Workshop, May 19 - 22
2009   National African Languages Resource Center (NALRC), University of Wisconsin, Madison, WI
2006   Workshop Attendance: Training in Standards Based Learning of Foreign Languages [Participant in the formulation of national standards for the teaching of isiZulu in the United States] (Workshop given by NALRC-- a manuscript to be published) University of Wisconsin, Madison, WI
2005   Certificate of Attendance: ACTFL & NALRC OPI Training & STAMP (an online assessment workshop given by NALRC, University of Wisconsin, Madison, WI)
2004   African Languages Certificate: Listening, Speaking, Reading, Writing and Assessment, (NALRC), University of Wisconsin, Madison, WI
2002   African Languages Certificate: Program Development, Administration and Evaluation; Curriculum Development and Evaluation; Pedagogical Materials Development, National African Languages Resource Center (NALRC), University of Wisconsin, Madison, WI
2001   African Languages Certificate: Foreign Language Learners' Strategies and Classroom Management, National African Languages Resource Center (NALRC), University of Wisconsin, Madison, WI
1977   Primary Teacher's Certificate: St. Matthew's Teacher Training School, Eastern Cape, South Africa

Publications

Work in Progress
1. Online Medical Materials for African Languages: Zulu, co-authoring with Sandra Sanneh (Yale University): https://africanmed.wordpress.com/
2. Masithethe isiXhosa "Let's Speak Series" of NALRC, Indiana University, co-authoring a book with Buyiswa Mini, South Africa (formerly University of Florida).

Under Review
1. World-Readiness Standards for Learning isiZulu, co-authored with Sandra Sanneh (Yale University), Audrey Mbeje, PhD, University of Pennsylvania and Thandiwe Nxumalo, South Africa.
   Returned for corrections in January, 2018 from ACTFL, AATSP Reviewer, Emily Spinelli.

2007   "Exploring communication strategy use by learners of isiZulu in synchronous computer-mediated communication (S-CMC)," Online-published Ph.D Dissertation at the University of Iowa, Iowa City, IA: https://ir.uiowa.edu/etd/142/
2005   Eloquent Elegance: The Language of Beadwork in the Zulu Cultural Tradition—A Technological Approach to the Teaching of Culture. Journal of African Language Teachers Association, Volume 7, 1-21
2005   Editor and Foreword: Zulu Learners' Reference Grammar by Audrey N. Mbeje. National African Language Resource Center (NALRC), University of Wisconsin, Madison, WI
2004   Short article ULIMI: "A vote of thanks speech for the NALRC Institute of 2004- on the four language learning skills and classroom management- and an overview about the place of Hindi in African Languages," The Bulletin of the National African Language Resource Center University of Wisconsin, pp. 13-14, http://lang.nalrc.wisc.edu/nalrc/news/newsletter/ulimi2004.pdf
2001   Short article ULIMI: "A speech about the NALRC Institute of 2001- on language learning styles and strategies- and an exposition about oral poetry in the culture of amaXhosa," The Bulletin of the National African Language Resource Center University of Wisconsin, pp. 9-10, http://lang.nalrc.wisc.edu/nalrc/news/newsletter/ULIM2001.pdf

Instructional Multimedia Resources Developed
2012   Proverbs Project (Zulu, Xhosa and other languages),
              http://www.bu.edu/africa/alp/index1/african- proverbs-project/isizulu-proverbs/
2010-2011   200 words Project, http://www.bu.edu/200word/
2005-2006   ObjectMover: Interactive online activities developed at the University of Iowa, Iowa
              ity, IA, http://objectmover.lmc.uiowa.edu/index.php?author_id=zmali&keywords=

CD-ROMs
2004   Multimedia CD-ROMs on Zulu Vocabulary Digital Flash Cards, Volume 2, National African
         Language Resource Center University of Wisconsin, Madison, WI.
2003   Multimedia CD- ROMs on Zulu Vocabulary Flash Cards, Volume 1, National African Language
         Resource Center, University of Wisconsin, Madison, WI.

Conference Presentations

2018   "IsiXhosa Causatives: A Puzzle for Theories of Argument Structure: accepted for the 49th
         Annual Conference on African Linguistics (ACAL 49)," Conference on African Linguistics
         (ACAL 49), held at Michigan State University, March 22-25, 2018. Co-Presenting with Neil
         Myler from Linguistics Program, Boston University.
2018   "The NERCPAL Medical Materials Project": Roundtable: Discipline-Specific Materials
         Development, Panelists: Mahiri Mwita, Mariame Sy, Zoliswa Mali, Adeolu Aderinola and
         Leonard Muaka, accepted for the The 22nd ALTA and 21st NCOLCTL joint annual conference
         scheduled for April 20-22, 2018, Hyatt Regency Dulles, Herndon, VA
2017   "African Language Pedagogy through African Literature: Snippets from novelette used in a
         classroom of isiZulu," Afriphone Panel at the Annual African Studies Association, Nov 15-19,
         2017, Chicago, IL.
2017   "Culture in language Pedagogy: The Socio-Political effect of Language & Song in South Africa:
         Exploring the multilingual National Anthem "Nkosi sikelela i-Afrika" (God bless Africa)", North
         Eastern Consortium of Programs in African Languages Conference (NERCPAL): 'African
         Languages, Agency & The Production of Knowledge', Columbia University, New York, March
         24-25, 2017
2016   "Culture in languages: The Socio-Political effect of Language & Song in South Africa:
         a closer look at the multilingual National Anthem "Nkosi sikelela i-Afrika" (God bless Africa).
         Co-panelist with Prof. Diana Wylie and Dr. Barbara Brown at the Conference on Integrating
         African Studies Across Disciplines, State University of New York, Friday, March 25, 2016,
         SUNY Canton, NY.
2015   "Using the Web for Communicative Language Learning: Some Interactive tools for enhancing
         communication," 19th African Language Teachers' Association Conference, April 22-26, 2015,
         Hilton Hotel Washington - Dulles, Airport, VA.
2015   Colloquium (with Judith Baker & Samuel Andinga) 'Why the Time is NOW for African
         Language Storybooks for Reading" April 22-26, 2015; 19th African Language Teachers'
         Association Conference, at the Hilton Hotel Washington - Dulles, Airport, VA
2015   "Imfundo kukufunda - ukukwazi ukufunda lilungelo lethu nenzala yethu: (Iphulo lokunceda
         abantwana bakowethu nabafundi bethu abasaqalayo bafunde ukufunda ngeelwimi zabo
         zenkobe.)": Nguni Language Specific Group, April 22-26, 2015; 19th African Language
         Teachers' Association Conference, at the Hilton Hotel Washington - Dulles, Airport , VA
         http://conference.ncolctl.org/files/2015/conf-draft-pro-1.pdf
2013   "Integrating technology in the teaching of African languages: a Demo of ObjectMover and the
         200 Words Vocabulary Project" presentation at the Boston Area Language Consortium Mini

Conference, on Best Practices in Online or Hybrid Language Teaching, November 4, 2013, Boston University, Boston, MA.

2012   "Integrating Technology in Language Teaching: The Proverbs Drama Project (with Jennifer Rosenbush)," 16th African Language Teachers' Association Conference, April 26-27, 2012, Sheraton Hotel, Madison, WI.

2012   "Singazifundisa Kanjani Izaga Sisebenzisa Itheknoloji Ukuvusa Ugqozi Kubafundi? (With Jennifer Rosenbush)," 16th African Language Teachers' Association Conference, April 26-27, 2012, Madison, WI.

2011   "Web 2.0 in African languages: The impact of internet based social interaction on popular culture and the language classroom," Biennial International Conference of the African Languages Association of Southern Africa (ALASA), July 8 – 20, 2011, UKZN, Durban.

2011   "Institutional Linkages as Building Blocks for African Language Development," 15th African Language Teachers' Association Conference, April 21-24, 2011, University of Wisconsin, Madison.

2010   "Multimedia for theme-based vocabulary and scenarios for advanced learners: is L1/L2 use always taboo?" April 22-25, 2010, 14th African Language Teachers' Association Conference, University of Wisconsin, Madison.

2009   "Web 2.0 in African languages: The impact of Internet-based social interaction on popular culture and the language classroom," 13th African Language Teachers' Association Conference, April 23-26, 2009, University of Wisconsin, Madison.

2009   "Technological language teaching materials and resources: HotPotatoes Authoring Tool, Nguni Language Interest group," 13th African Language Teachers' Association Conference, April 23-26, 2009, University of Wisconsin, Madison, Wisconsin.

2009   "African Language Teachers' Association Conference," 13th University of Wisconsin, April 23-26, Wisconsin, Madison, WI

2009   "Integrating technology use in African language teaching: HotPotatoes etcetera," North Eastern Consortium of Programs in African Languages (NERCPAL) Workshop, February 07, 2009, Yale university, New Haven, Connecticut.

2008   "Blogging across cultures and languages around the globe: the impact of cross-continental social CMC on indigenous cultures and languages in South Africa and abroad—a case of isiXhosa," Language in African Performing and Visual Arts Conference, October 2-4, 2008, Yale university, New Haven, CT.

2008   "Globalizing African language learning via strategy use in chatroom interactions," 12th African Language Teachers' Association Conference, April 24-27, 2008, University of Wisconsin, Madison.

2008   "Technological language teaching materials and resources: Nguni language- specific Interest group," 12th African Language Teachers' Association Conference, April 24-27, 2008, University of Wisconsin, Madison.

2008   "Language skills gained via music": North Eastern Consortium of Programs in African Languages Workshop," Spring NERCLAL meeting, April 5, Boston University, Boston, MA.

2007   "Bringing an authentic experience of foreign culture and connections into the American classroom via ObjectMover – a web-based interactive instructional tool," 11th African Language Teachers' Association Conference, March 22-25, 2007, University of Florida, Gainesville.

2007   Invited Presenter. "The Implication of Standards for the Classroom (with Antonia Schleicher, Akinloye Ojo and Katrina Thompson)," African Language Teachers Association (ALTA) Workshop, 11th African Language Teachers' Association Conference, March 22-25, 2007, University of Florida, Gainesville.

2006   "Communication strategy use by learners of isiZulu in a computer-mediated communication environment: Exploring chatroom interaction as a second language acquisition tool," 10th Annual African Language Teachers' Association Conference, March, 32-26, 2006. Rutgers University, New Brunswick, New Jersey.

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2003   "Study Abroad at Advanced Level: GPAs and Beyond. Paths to Advanced Level in the Less Commonly Taught Languages," Paths To Advanced Proficiency In The Less Commonly Taught Languages. March 21- 23, 2003, Yale University, New Haven.

2003   "Eloquent Elegance: The language of beadwork in the Zulu cultural tradition: A technological approach to the teaching of culture", 7th African Language Teachers' Association Conference (ALTA) April 10-12th 2003, Indiana University, Bloomington, IN.

2003   A Poster: "Eloquent Elegance: The Language of Beadwork in the ZULU Cultural Tradition: A Technological Approach to the Teaching of Culture," American Council On The Teaching Of Foreign Languages (ACTFL), November, 21 2003. Pennsylvania Convention Center, Philadelphia, PA.

2002   "Causatives in Xhosa: An Attempt at Creating a Typology Based on Baker's Optional Polysynthesis Parameter," African Languages Association of Southern Africa (ALASA), July 4-7, 2002, University of Natal, Durban.

Non-conference Academic Presentations

2018   Media Presentation, KRUI.FM about isiXhosa language and women in the film Black Panther, March 15. 2016 "The Significance of Language in The Truth and Reconciliation Commission in South Africa," Invited Speaker in a Writing Program, Political Science Summer Class, June15, 2016, Boston University

2014   Keynote Address at the City of Cambridge Black History Month Event: "The Liberation Struggle in South Africa: some parallels with USA… a Long Walk,"February 19, 2014, Cambridge City Hall, MA.

2014   Panelist in an "Africans in Boston" Black History Month Event: Theme: "Integrating African History in American Black History Month": Title: "The Liberation Struggle in South Africa: some parallels with USA…What was, is and can be (prospects)," February 26, 2014, Addis Red Sea, Boston, MA.

2014   Guest Speaker at Boston Trinity Academy J-Month. Title: "The Socio-Political Effect of Language & Song in South Africa: a closer look at the multilingual National Anthem "Nkosi sikelela i-Afrika" (God bless Africa), January 23, 2014, Hyde Park, MA.

2012   "Importance and relvance of African Indigenous Languages: EC DSRAC," May 25, 2012, Guild Theatre, East London, South Africa.

2012   "Zingce ngolwimi lwakho: lusisiseko sobuwena nemvelaphi yakho," April 07, 2012, Steve Biko Centre Festival, King Williams Town.

2010   "Ulwaluko (circumcision): A rite of passage revered by amaXhosa," February 03, 2010, North Eastern University, Boston, MA.

2009   "Languages in South Africa: a closer look at the multilingual National Anthem "Nkosi sikelela i-Afrika" (God bless Africa)," July 16, 2009, Primary Source Summer Institute, Regis College, Weston, Massachusetts.

2009   "The woman's condition in Africa," African Accents TV Program, July 9, 2009, Boston Neighborhood Network

2009   "Language & Culture in Southern Africa: the case of isiZulu in South Africa," February 26, 2009 (co- presenting with Beth Restrick and Casey Golomski), C.A. Bernazzani School, Quincy, Massachusetts

2009   "Languages in South Africa," Eastern Nazarene College, January 15, 2009, Quincy, Massachusetts

2008   "Integrating technology use in African language teaching," November 10, 2008, Harvard University, Cambridge, Massachusetts.

2008   "Language in Southern Africa: the case of multilingualism in South Africa," Codman Academy Charter Public School, October 26, Dorchester - MA

2008   "Languages in South Africa," Eastern Nazarene College, January 11, 2008, Quincy, Massachusetts.

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Selected Professional Meetings/ Conferences Attended

2017   Annual Conference of the African Language Teachers Association (ALTA), Chicago, IL, April 19-22

2016   Annual Conference of the African Language Teachers Association (ALTA), Atlanta, GA, April 20-24

2015   ACTFL Annual Convention and World Languages Expo, San Diego Convention Center, CA, November 20-22

2013   African Studies Association Annual Meeting, Marriot Hotel, Baltimore, MD, November 21-24

2012   Department of Sports, Recreation Arts and Culture Summit (Language Commission Presenter): Hotel Osner, East London, March 1-2

2011   Eastern Cape Regional Conference of the African Languages Association of Southern Africa (ALASA) 28 September 2011, UFH, East London.

2010   African Studies Association Annual Meeting, Westin St Francis Hotel, San Francisco, CA, November 18-21

2010   Association of African Studies Programs, Johns Hopkins University, Washington DC, April 8-10

2009   African Studies Association Annual Meeting, New Orleans, LA, November 19-22

2009   North Eastern Consortium of African Languages Workshop, Yale University, New Haven, CT, February, 7

2008   African Studies Association Annual Meeting, Sheraton Hotel, Chicago, IL. November 13-16

2008   African Languages Instructors Meeting at Harvard University (Invited as Distinguished Speaker on Integration of Technology Use in African Language Teaching.) Harvard University, Cambridge, MA, November 10

2008   Association of African Studies Programs meeting: April 10-12, Johns Hopkins University, Washington DC.

2007   North Eastern Consortium of African Languages Workshop, Yale University, November 3

2007   African Studies Association Annual Meeting, New York City, October 19-24

2007   Second Language Research Forum, University of Illinois at Urbana Champaign, October 11-14

2005   African Studies Association, Washington DC, November 17-20

2005   4th Annual Conference on Technology for Second Language Learning, Iowa State University, On line

2004   5th Annual Conference of the African Language Teachers Association (ALTA) in Howard Johnson Hotel Madison, WI, April 26-28

2003   2nd Annual Conference on Technology for Second Language Learning, Iowa State University, October 10-11

2002   1st Annual Conference on Technology for Second Language Learning, Iowa State University, October 10-11

2002   The 33rd Annual Conference on African Linguistics (ACAL) held at Ohio University, March 22–24

2002   The 6th Annual Conference of the African Language Teachers Association, Ohio University, March 21–23

2001   African Studies Association, Houston, Texas, November 15-18

2001   5th Annual Conference of the African Language Teachers Association (ALTA) in Howard Johnson Hotel Madison, WI, April 26-28

Awards

2008   Class Gift Campaign Honoree, 2008 Program, Boston University, Boston, Massachusetts.

2007   African Languages Teachers' Association Award for an Emerging Scholar, 11th ALTA Conference held at The University of Florida, Gainesville, March, 22-25, Awarded for

excellence in Zulu language teaching and dedication to the field of African language pedagogy.

2006	Ballard-Seashore Dissertation Writing Fellowship (2006-2007), University of Iowa
2006	African Language Standards Workshop Travel Grant, NALRC, University of Wisconsin
2006	African Studies Program Assessment Workshop Travel Grant, Indiana University
2006	Conference Travel Grant, The University of Iowa Student Government
2006	Conference Travel Grant, The University of Iowa Graduate Student Senate
2005	Conference Travel Grant, The University of Iowa International Programs
2005	Language Resource Center (NALRC) Travel Grant Award for ALTA Conference, Yale University Fellowship Award, Language Resource Center (NALRC), at University of Wisconsin for NALRC-ACTFL Guidelines Workshop.
2001-	
2004	Fellowship Awards for Summer Institutes at University of Wisconsin- Language Resource Center (NALRC).
2003	Travel Grant, The University of Iowa Student Government

Memberships in Professional Associations

1. African Languages of Southern Africa (ALASA)
2. African Language Teachers Association (ALTA)
3. African Studies Association (ASA)
4. American Council on the Teaching of Foreign Languages (ACTFL)
5. Computer Assisted Instruction Consortium (CALICO)
6. North Eastern Consortium of Programs in African Languages (NERCPAL)
7. Annual Conference on African Linguistics (ACAL)

APPENDIX A3: National Advisory Board CVs
<u>Audrey Mbeje</u>

Audrey Nonhlanhla Mbeje, Ph.D.

Director, Program in African Languages
Department of Linguistics
3401-C Walnut Street; Office 344-C
University of Pennsylvania
Philadelphia, PA
19104-6305

E-Mail: mbeje@sas.upenn.edu
Tel. (215) 898.4299 (W)

ACADEMIC BACKGROUND

2002 December:	Ph.D. in Applied Linguistics, Ball State University, Muncie, Indiana. Concentration in Linguistics, Language Education, Second Language Acquisition (methods, materials development, research in second/foreign language pedagogy), Literature, and Rhetoric Theory and Pedagogy
1996 May:	M.A. in Linguistics and Teaching of English to Speakers of other Languages (TESOL), Ball State University, Muncie, Indiana
1991 June:	Bachelor of Education Honors University of Zululand, South Africa
1988 June:	Bachelor of Education, University of Zululand, South Africa

RESEARCH INTERESTS

Language education; language program management; language acquisition; language testing; Bantu languages (word order and tense/aspect); multilingualism and language policy in Africa; and language and society.

DOCTORAL DISSERTATIONS REVIEWED

2014   *Educators' Experiences in Implementing the National Curriculum Statement in the Further Education and Training (FET) Band*. Sewela Maria Naletsana Mabusela. University of Zululand.

2013   *Conscientization: A motive behind the selected poems of Sepamla, Serote, Gwala and Mtshali*. Zwelithini Leo Sibisi, University of KwaZulu-Natal.

2011   *Ucwaningo lokuhlola ukufundiswa kokufunda okubhaliwe emabangeni aphansi akhethiwe esiZulu ulimi lwasekhaya ezikoleni zaseMlazi*. Zinhle Primrose Nkosi, University of KwaZulu-Natal.

2010   *The indigenous knowledge systems based on religion and healing as encapsulated in O.E.H.M. Nxumalo and L.B.Z. Buthelezi's poetry*. Mandlakayise Gilford Mdanda, University of KwaZulu-Natal.

2008   *A Sociolinguistic analysis of attitudes of staff and students of university of KwaZulu-Natal, towards a bilingual (English-Zulu) medium of education*. Dianna Moodley, University of KwaZulu-Natal.

2008   *A comparative analysis of RRR Dhlomo's historical novels with the praise poetry of Zulu Kings. /Ucwaningo lokuqhathanisa amanoveli omlando kuRRR Dhlomo kanye nezibongo zamakhosi akwaZulu.* Gugulethu Brightness Mazibuko, University of KwaZulu-Natal.

2007   *Exploring communication strategy use by learners of isiZulu in synchronous computer-mediated communication.* Zoliswa Olga Mali, University of Iowa.

PROFESSIONAL EXPERIENCE:

Experience in the United States:

2002-	University of Pennsylvania
	Director, African Language Program
	Academic Advisor (2005-): Academic Advisor, School of Arts and Sciences
	College House Faculty Fellow (2006-): Du Bois College House, Penn
2001-2002:	Ball State University
	Instructor (Contract Faculty): Freshman Composition
1998 - 2001	Summer: Instructor of Zulu at SCALI at Yale
1998-1999:	University of California at Berkeley
	African Language Coordinator & instructor of Zulu
	Experience in South Africa:
1989-1993:	Ongoye High School instructor of English and History

GRANTS RECEIVED AND PROFESSIONAL AWARDS

2017-2018: Fulbright-Hays Group Project for Zulu in South Africa.
        PI/Director; Award: $261.973

2014: Fulbright-Hays Group Project Abroad in South Africa for K-16 Educators
        PI/Director; Award: $96,298.00

2010-: International Research and Studies (IRS)-Instructional Materials Grant, U.S. Department of Education
        PI/Director; Award: $552,738.00

2011:   African Languages Initiative Program for Intensive Zulu.
        PI/Director; Award: $65,000.00

2008-2011: Fulbright-Hays Group Project Abroad (GPA) for Advanced Zulu in South Africa.
        PI/Director; Award: $375, 091.00

2005-2007: Fulbright-Hays Group Project Abroad (GPA) for Advanced Zulu in South Africa.
        PI/Director; Award: $235,000.00

2002:   Consortium for Language Teaching and Learning to develop online materials 2006-2007: W.E.B. Du Bois Award for Teaching Excellence. Africa Center, Penn 2005-2006: W.E.B. Du Bois Award for Teaching Excellence. Africa Center, Penn

WORKSHOPS CONDUCTED

2012, June 1-5, 2012. Building a Standards-based Curriculum for African Languages. STARTALK\ Excellence in Leadership Summer Institute at Penn. Served as the lead Faculty in the training workshop for the Swahili group of participants.

2010, September 03. Enhancing African Languages Instruction: Assessment Tools. African Studies Teacher-Training Workshop for African language instructors conducted at Penn.

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2008, March 15. Integrating National Standards in African Language Pedagogy. Annual Teacher-
    Training Workshop for instructors of African languages at Penn.
2007, October 13. Teaching African Languages Beyond the Basics. In collaboration with PLC and the
    Department of South Asia Studies (SASt). For instructors of LCTLs at Penn.
2007, January 27. Effective Teaching Strategies: Integrating Technology in teaching.
2006, October 07. Online Materials Development. In collaboration with PLC and the Department of
    South Asia Studies (SASt). For instructors of LCTLs at Penn.
2005, October 08. Assessment, Standards and Tools. Penn African Languages
2005, June 24th - 25th. Integrating African languages into the African Studies curriculum
    through effective language materials. Workshop co-sponsored by Penn African Studies and
    University of Maryland Eastern Shore African Language Research Project.
2005, February 12th. Task-based Language Instruction. African Language instructors' Teacher-Training
    workshop conducted at Penn.
2004, September 11th. Task-based curriculum. Penn Foreign Language Instructors. 2004, February 28th.
    "Integrating technological and non-technological tools in African language teaching."
    Demonstrations of teaching strategies using technology.
    Teacher-Training workshop for African language instructors at Penn.
2003, September 13th. "Innovative Approaches to African Language Pedagogy." Addressed
    communicative teaching strategies and testing techniques. Teacher-Training Workshop for
    African Language instructors. Conducted at Penn.
2003, May 16th. "Language, Culture, and African Identity." Conducted at the Lotus Academy on
    Philadelphia School District teachers, as part of the Outreach Program for the African Studies
    Center at Penn.
2003, March 08th. "Designing a Communicative Syllabus: Selection and Sequencing of Materials."
    Conducted at the University of Pennsylvania.
2002, October 04th. "Communicative African Language Teaching: Materials and Methods of Teaching."
    Teacher Training Workshop conducted at Penn.

CONFERENCE AND WORKSHOP PRESENTATIONS
2014, April 3. Politics, Languages, and Ethnic Diversity in South Africa. Guest Lecture at Community
    College of Philadelphia.
2013, October 12. Politics, Languages, and Ethnic Diversity in South Africa. In a panel on "A Tribute to
    Nelson Mandela: Teaching Mandela's Legacy in South Africa" with Professor Carol Muller.
    Pennsylvania Council on International Education (PaCIE), Philadelphia.
2011, April 9. Building Capacity in African Languages Through Sustainable Immersion Programs
    Overseas. African languages Teachers Association (ALTA). University of Wisconsin, Madison,
Wisconsin.
2007, April 28. National Foreign Language Standards for South Asian and African Languages. Co-
    presenters: Antonia Schleicher (University of Wisconsin, Madison), Alwiya Omar (Indiana
    University, Bloomington), and Vijay Gambhir (University of Pennsylvania). NCOLCTL,
    University of Wisconsin, Madison, Wisconsin.
2007, April 26. Developing interest in Africa-related Curriculum—Infusing African Languages in the
    School District Curriculum. Penn African Studies Center Outreach Workshop to Philadelphia
    School District teachers.

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2007, March 23: Pragmatics of Word Order in Zulu. 11th Annual African Language Teachers'
        Association (ALTA). University of Florida, Florida.
2006, March 23-25. Maximizing Foreign Language Curriculum Outcomes through
        Technology: A Case of African Languages. 10th ALTA. Rutgers University, New Jersey.
2005, March 31-April 3. Pragmatic Factors in the Realization of the Present and Past Perfective Tenses in
        Zulu: Implications for Natural Language Processing (NLP). 36th ACAL, University of Georgia,
        Southern, Savannah.
2005, March 17-20. Technological Tools for Task-based Instruction. 9th ALTA, Yale.
2004, November 4-7. A Pragmatic Analysis of the Present and Past Perfective Tenses in Zulu:
        Implications for Natural Language Processing. 4th International Conference on African
        Languages. University of Maryland Eastern Shore.
2004, April 29-May 02. "Discourse Analysis in Foreign Language Pedagogy: Teaching the Perfective in
        Zulu." Presented at 8th ALTA at University of Wisconsin, Madison.
2004, April 1-4: The Past Perfective in Zulu: A Discourse Analysis. ACAL at Harvard.
2003, June 17-22: "The Function of Demonstratives in Zulu: A Discourse Analysis." The 4th World
        Congress of African Linguistics. Rutgers University, NJ.
2003, April 12: "Discourse Analysis and Foreign Language Pedagogy: A Case of Zulu Demonstratives."
        7th ALTA at Indiana University.
2003, April 11: "IsiZulu Sanamuhla: Online Materials for Zulu Proficiency", in collaboration with Sandra
        Sanneh, Yale. 7th ALTA at Indiana University.
1999, July 7: "Integrating Language and Culture inside an African Language Classroom." Colloquium on
        "Language and Culture in a Foreign Language Classroom" at Yale.
1999, July 4: "The Past Perfective in Zulu: A Discourse Analysis with Pedagogical Implications." 30th
        ACAL, University of Illinois at Urbana-Champaign.
1998, March 26: "Pragmatic Function of Demonstrative Expressions in Zulu: A Discourse Analysis."
        29th ACAL at Yale.
1998, April: "Language and Thinking: A Case of Teaching Writing–On Language Curriculum
        Development for Teacher Preparation." African Studies Conference, Indiana
        State University, Terre Haute.
1996, January: "Iconicity in Discourse: A Linguistic Interpretation of Imagist Poems by Pound and
        Williams." Mid-West Practical Criticism Conference, Ball State University.

MEMBERSHIP AND LEADERSHIP IN PROFESSIONAL ORGANIZATIONS

2009-2012:   President, African Language Teachers Association (ALTA)
2010-2012:   NCOLCTL Board Member (Member Representative)
2014-:   Joint National Committee for Languages and the National Council for Languages and
                International Studies (JNCL-NCLIS).
2014-:   Member of National Standards Committee, Partners for Languages in the U.S. (PLUS)
2010-:   African Languages Academic Advisory Council—for American   Councils for
                International Education/NSEP African Languages Initiative
2003-:   Chair of the Southern African Language Task Group of ALTA, responsible for issues
                pertaining to curriculum development in Southern African languages offered in the
                United States
2002-:   Language Advisory Committee (LAC) at Penn

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2002:   Member and co-founder of the North East Regional Consortium of Programs in African Languages (NERCPAL), a consortium for African languages programs in the North East region of the United States.

1999-:   National Advisory Board member for the National African Languages Resource Center (NALRC), Indiana University, Bloomington.

1991-:   Member of SATESOL (South African Teachers of English to Speakers of other Languages).

1997-1998: Served as the International Executive Representative for the Fulbright Association, Indiana Chapter, in U.S.A.

1997 – 1998: Vice-President of the African Student Association at Ball State University, Muncie, Indiana, U.S.A.

PUBLICATIONS

2005   Zulu Learners' Reference Grammar. 2005. Madison: NALRC Press.

2005   Discourse Analysis and foreign Language Pedagogy: A Case of Zulu Demonstratives. Journal of the African Language Teachers Association Vol. 7, 47-80.

2002   The Function of Demonstratives in Zulu and English: A Contrastive Study with Pedagogical Implications. Dissertation. Michigan: UMI Publishing Company.

In Progress:

Colloquial Zulu (A Communicative Textbook for Beginners of Zulu).

Multi-media Zulu Reader. The Multi-media Zulu Reader is for a year course in intermediate/advanced Zulu.

Richard Brecht

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American Councils for International Education
June 2018
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EDUCATION

1969-1972	Harvard University (Slavic Languages and Literatures) Ph.D. 1972
	Dissertation: Problems of Deixis and Hypotaxis in Russian: Towards a Theory of Complementation
1965-1969	Harvard University (Slavic Languages and Literatures) M.A., 1969
1963-1965	Pennsylvania State University (Russian) B.A., Summa cum Laude, 1965
	Phi Beta Kappa

PRINCIPAL ACADEMIC ADMINISTRATIVE POSITIONS HELD

2014-Present	Co-Director, American Councils Research Center (ARC)
2013-2014	Director of Language Policy Initiatives, University of Maryland
2003-2013	Executive Director, University of Maryland Center for Advanced Study of Language
1999-2003	Director, National Foreign Language Center, Johns Hopkins University and the University of Maryland
1992-1999	Deputy Director, National Foreign Language Center, University of Marylan
1985-1987	Dean (Acting), College of Arts and Humanities, University of Maryland (chief academic and administrative officer for College of 462 FTE, with $23 million budget
1980-1985	Chair, Department of Germanic and Slavic Languages and Literatures, University of Maryland (20 FTE faculty)

ACADEMIC FACULTY POSITIONS HELD

2015-present	Professor Emeritus, University of Maryland
1994-2015	Professor, School of Languages, Literatures & Cultures, University of Maryland
1981-2005	Visiting Professor, Department of Russian, Bryn Mawr Colleg
1994-2000	Adjunct Professor, National Foreign Language Center, Johns Hopkins University
1985-1994	Professor, Department of Germanic and Slavic Languages and Literatures University of Maryland
1980-1985	Associate Professor, Department of Germanic and Slavic Languages and Literatures, University of Maryland
1976-1980	Associate Professor of Slavic Languages and Literatures, Harvard University
1973-1976	Assistant Professor Slavic Languages and Literatures, Harvard University
1971-1972	Assistant Professor of Modern Languages and Linguistics, Cornell University

SELECTED PUBLICATIONS

Books & Edited Volumes

- R. D. Brecht, L. A. Verbitskaja, M. D. Lekić and W. P. Rivers, (eds). 2009. Mnemosynon: Studies on Language and Culture in the Russophone World. Presented to Dan E. Davidson by his students and colleagues. Moscow: Azbukovnik.
- National Capacity in Language and Area Studies, Post 9/11: An Evaluation of the Impact of Title VI/F-H with Ewa M. Galonka, William P. Rivers and Mary Beth Hart. National Foreign Language Center. 2007.
- Intercultural Pragmatics: Special Issue on the Foreign Language Perspective, guest editors Dan E. Davidson & Richard Brecht. Volume 2, No. 4, 2005.
- Russian Stage Two: Grammar Commentaries, with Cynthia Martin, American Council of Teachers of Russian/ Kendall Hunt Publishing, Washington, DC, 2001.
- Language and National Security for the 21st Century: The Federal Role in Supporting National Language Capacity, with William P. Rivers, Kendall/Hunt and the National Foreign Language Center, Dubuque, IA, 2000.
- Russia Stage Two, Grammar for Communication: Analysis and Commentaries, with Cynthia Martin, American Council of Teachers of Russian/Kendall Hunt Publishing, Washington, DC, 1997 (3rd Ed).

Recent Articles

- Rivers, WP, Brecht, RD. "America's languages: The future of language advocacy." *Foreign Language Annals*. 2018; 51:24-34. https://doi.org/10.1111/flan.12320
- Rebecca Rubin Damari, William P. Rivers, Richard D. Brecht, Philip Gardner, Catherine Pulupa and John Robinson. 2017. "The Demand for Multilingual Human Capital in the U.S. Labor Market." *Foreign Language Annals*. 2017; https://doi.org/10.1111/flan.12241
- Brecht, R. D. "America's Languages: Opportunities and Challenges." 2016. *Briefing Document for Commission on Language Learning of the American Academy of Arts & Sciences*. Retrievable at https://www.amacad.org/multimedia/pdfs/AmericasLanguagesChallengesandPromise.pdf
- Brecht, R. D., and Rivers, W. P., Robinson, J. P., and Davidson, D. E. 2015. "Professional Language Skills: Unprecedented Demand and Supply," in Brown, N. A., and Brown, J., (Eds.). *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability*. Washington, DC: Georgetown University Press.
- Rivers, W. P, Brecht, R. D., Robinson, J. P., and Davidson, D. E. 2014. "Language Skills and the Global Talent Gap," in Madieva, G. B., Dosybayeva, G. K., Iskakova, G. N., and Utemgalieva, N., (Eds.). *Материалы III Халықаралық Ғылым-теориялық конференция "Тіл жLне мLдениатаралық қарым- қатынас/Язык и межкультурная коммуникация/Language and Intercultural Communications. Almaty*: al-Farabi Kazakh National University.
- Brecht, R. D., and Rivers, W. P., with Robinson, J. P., and Davidson, D. E. 2014. "Professional Language Skills: Unprecedented Demand and Supply," in Brown, N. A., and Bown, J., (Eds.). *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second- Language Ability*. Washington, DC: Georgetown University Press.
- Rivers, W., Robinson, J. P., Brecht, R, and Harwood, P. 2013. "Language Votes: Attitudes toward Foreign Language Policies," *Foreign Language Annals*, 46(3), 329-338.

- Richard D. Brecht and William P. Rivers. 2012. "Language policy in defense and attack." In *The Cambridge Handbook of Language Policy*, ed. by Bernard Spolsky. Cambridge University Press: 2012.

Selected Scholarly Papers

- Brecht, R. D. 2017. Final Report: "Global Competence, Human Capital and APEC Economic Growth and Integration." Sponsoring Forum: Human Resource Development Working Group (HRDWG).   Project number: HRD 02 2015. Project Lead: Joint National Committee for Languages (JNCL).
- Brecht, R. D. 2016. "Input to the Commission on Language Education", document transmitted to John Tessitore, summarizing on March 17, 2016 NFLC/ACIE Symposium "A New National Commission on Language: What Is Different about this Time? A Symposium in Memory of Richard Lambert, Founder of the NFLC." April 4, 2016.

Congressional Testimony
- "Coordinated, Comprehensive, Cohesive, and Collaborative Federal Language Capabilities" Testimony before U.S. Senate Committee on Homeland Security and Governmental Affairs Subcommittee on Oversight of Government Management, the Federal Workforce, and the District of Columbia on "Closing the Language Gap: Improving the Federal Government's Foreign Language Capabilities." Thursday, July 29, 2010.
- "The End State of Language Capability for the U.S. Department of Defense: The Country's First 'Globalized' Workforce" Prepared Statement before the House Armed Services Subcommittee on Oversight and Investigations July 9, 2008.
- A Statement for the Record before the House Permanent Select Committee On Intelligence's Subcommittee on Policy: "A Comprehensive, Collaborative, and Cohesive Federal Architecture for Language & National Security," 13 May 2004.
- Testimony of Richard D. Brecht, Director, National Foreign Language Center at the University of Maryland to the Subcommittee on International Security, Proliferation and Federal Services of the Senate Committee on Governmental Affairs Hearing on The State of Foreign Language Capabilities in National Security and the Federal Government – Part II. Tuesday, September 19, 2000.
- U.S. House of Representatives Committee on Education and Labor, July 1991.Subcommittee for the Reauthorization of Title VI of the Higher Education Act of the National Advisory Council for International Programs, December 1984.Principal in Founding and Development of National Organizations/Programs.

2018   Jeenie.com
2017   American Academy of Arts & Sciences, National Commission on Language Education Working Group
2017   STARTALK-DLI Partnership Program
2015   Partners for Language in the U.S. Accreditation for Language Programs at the College/University Level
2016   National Alliance for Dual Language Research

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2016   Global Professional Search, inc.

2014   American Councils Research Center

2012   Partners for Languages in the United States

2010   The Language Partnership

2003   University of Maryland Center for Advanced Study of Language, a UARC (University Affiliated Research Center).

2002   National Flagship Language Program, under the National Security Education Program.

1998   American Councils for International Education, umbrella organization of ACCELS and ACTR.

1998   LangNet (the National Language Network), a unique collaboration between the federal and education sector for language learning support, funded by USED (FIPSE), NSEP, and DoD.

1990   National Council of Organizations of Less Commonly Taught Languages, co-founder, Co-Executive Director 1990-1996, Executive Director 1996-1999, funded by the Ford Foundation, the first national organization representing all the languages taught in the United States except French, German, and Spanish.

1987   American Council for Collaboration in Education and Language Study, concerned with bi-lateral exchanges and language programs with East Europe and the former Soviet Union, for languages other than Russian.

1985   The National Foreign Language Center.

1984   Project ICONS (International Communication and Negotiation Simulations), a national and international educational program on foreign policy and foreign language, for colleges/universities and schools.

1974   American Council of Teachers of Russian, presently the principal organization in the United States concerned with the Russian language (student and teacher exchanges, publications, research, field development).

Recent Principal Elected and Appointed Positions

2014-2018   Chair, Board of Visitors, Defense Language Institute Foreign Language Center

2011-2014   Member, Board of Visitors, Defense Language Institute Foreign Language Center

2005-present   Editorial Board, Russian Language Journal

2004-2006   Editorial Board: Language Policy

2002-2012   Board of Visitors, Central Intelligence Agency (CIA) University

2000-present   Advisory Board, National African Language Resource Center, University of Indiana

1998-2013   Chair, Board of Trustees, American Councils for International Education

1975-present   Board of Directors, American Council of Teachers of Russian

Mbye Cham

ADDRESS
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Howard University
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mcham@howard.edu e-mail

LANGUAGES
Wolof, French, Krio

EDUCATION

1973-1978:	University of Wisconsin-Madison. Ph.D. (1978); M.A. (1976) Dissertation: "Language and Style in the West African and West Indian Novel in English and French," 326 pages.
1972-1973:	State University of New York at Buffalo. M.A. (1975). French. M.A. Project: "L'Évolution thématique de la littérature sénégalaise d'expression française," 75 pages.
1969-1971:	Temple University, Philadelphia, Pa. B.A. (1971). French.
1968-1969:	Université de Besançon, France. Completed the second year course work for the Licence-ès-Lettres.
1967-1968:	Université de Dakar, Senegal. Diplome Universitaire d'Études Françaises, 3è Degré,' (1968).
1960-1967:	Gambia High School, Banjul. GCE 'O' Level (1965), 'A' Level (1967).

PROFESSIONAL HISTORY
Academic Appointments:

2017-	Director, Howard University Title VI National Resource Center for African Studies
2007-2017:	Chairman, Department of African Studies, Howard University
2006-2007:	Interim Chairman, Department of African Studies, Howard University
1999-	Professor, Department of African Studies, Howard University
1986-1999:	Associate Professor, Department of African Studies, Howard University
1990:	Visiting Associate Professor, Department of African American Studies, University of Maryland-Baltimore County (Spring Semester)
1980-1986:	Assistant Professor, African Studies and Research Program, Howard University.
1978-1980:	Visiting Assistant Professor, African Studies Program and Program in Comparative Literature, University of Illinois at Urbana-Champaign.
1977-1978:	Visiting Lecturer, African Studies Program, University of Illinois at Urbana-Champaign.
1973-1977:	Graduate Teaching Assistant, Department of African Languages and Literature, University of Wisconsin-Madison.
1972-1973:	Graduate Teaching Assistant, Department of French, State University of New York at Buffalo.

Professional societies
African Studies Association
Association of African Studies Programs
West African Research Association

Elected Offices and Board Memberships

2014-2017	Member, Executive Committee, Board of Directors, Council on American Overseas Research Centers
2011-	Board Member, Africa Access
2009-2014:	President, West African Research Association
2009-2012	Member, Board of Directors, Council on American Overseas Research Centers
2007 -	Member, Editorial Board, Journal of African Cinemas.
1996-	Member, Editorial Board, Black Renaissance Noire
1995-2001:	Board Member, West African Research Association
1991-1994:	Executive Committee, African Literature Association
1989 -	Member, Editorial Board, The Literary Griot: International Journal of Black Oral and Literary Studies.
1989- 1991:	Member, Coordinating Board, Language Resource Center, Howard University
1988 -1995:	Member, Editorial Board, Library of African Cinema, California Newsreel.

Other Academic, Administrative and Professional Activities and Duties

2017:	Member, Search Committee, Howard University Director of Ralph Bunche International Affairs Center.
2017:	Moderator and presenter on the panel, "Emergence in African Theatre and Cinema." CODESRIA FESPACO Symposium on Emergence in Stage and Screen, Ouagadougou, Burkina Faso, February 27-28, 2017.
2017:	Faculty Lead, CAORC/WARA/WARC Curriculum Development Workshop for Community College and MSI Teachers, Dakar, Senegal, January 14-25, 2017.
2016:	Member, Search Committee, Howard University Director of University Libraries
2015:	Consultation/Discussion on "Transformation," a project to diversify the academic curriculum at Rhodes University, Grahamstown, South Africa. July 6-8, 2015.
2015:	Participated in the South African National Arts Festival, Grahamstown, South Africa. July 5-11, 2015.
2015:	Lecture: "African History and Art: A Periodization." Smithsonian National Museum of African Art, Washington, DC., June 13, 2015.
2015	Presented on Howard University Center for African Studies, Panel of Title VI NRC Directors Meeting, US Department of Education, International Foreign Language and Education, Washington, DC, March 25, 2015.
2015:	Moderator and presenter on the panel, "From Stage to Screen: African Theatre and Cinema." CODESRIA FESPACO Symposium on Stage to Screen Ouagadougou, Burkina Faso, February 28-March 1, 2015.

Honors and Awards

2016:	Howard University Graduate Faculty Exemplar

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2014-2017:   US Department of Education Title VI NRC and FLAS award ($1.7 million)
2006-2007:   Howard University-Sponsored Faculty Research Program in the Humanities, Social
               Sciences and Education. (Research in Senegal, May-June, $9998.00)

PUBLICATIONS
*Books***:**
1996:   With Imruh Bakari, eds., *African Experiences of Cinema*. London: British Film
               Institute.
1992:   *EX-ILES: Essays on Caribbean Cinema*, Trenton, N.J.: Africa World Press.
               Contributing editor.
1988:   With C. A. Watkins, eds., BLACKFRAMES: *Critical Perspectives on Black
               Independent Cinema*, Cambridge, MA: MIT Press. Contributing editor.

Chapters contributed in books:
2005:   "Oral Traditions, Literature and Film in Africa: The Dynamics of Exchange." In Robert
               Stam & Alessandra Raengo (Eds.), *Literature and Film: A Guide to the Theory and
               Practice of Film Adaptation*. Malden, MA: Blackwell Publishing. 295-312.
2005:   "Le Cinéma Africain: Continuité et Rupture." In Catherine Ruelle, Clément Tapsoba and
               Alessandra Speciale (eds.), *Afriques 50: Singularité d'un Cinéma Pluriel*.
               Paris/Budapest/Turin: L'Harmattan. 179-184.
2004:   "Film and History in Africa: A Critical Survey of Trends and Tendencies." In Francoise
               Pfaff, ed., *Focus on African Films*. Bloomington, IN: Indiana University Press. 48-68.

Articles:
2007:   "Djibril Diop Mambety – Sounds in the Keys of Ordinary Folks," *NKA: Journal of
               Contemporary African Art*, Issue 12, (2007), 68-73.
2004:   "Tradizioni Orali, Letteratura e Cinema in Africa," *Africa e Mediterraneo*, 45. 4-15.
               Monographs/Interviews/General Articles:
2012:   Foreword to *The Films of Ousmane Sembène: Discourse, Culture, and Politics* by
               Amadou Fofana (Cambria Press).
2010:   "Interview with Haile Gerima," in Mahen Bonetti and Morgan Seag, Eds., *Through
               African Eyes: Conversations with the Directors*, Volume 2. New York African Film
               Festival, Yerevan, Armenia: Printinfo. 23-27.
2009:   Foreword to the published screenplay, *Zulu Love Letter*, by Bhekizizwe Petersen and
               Ramadan Suleiman, Johannesburg, South Africa: Wits University Press

Creative
Xale Yi Demoon Ghana; The Ghana Boys. A 90 minute documentary film on the Ghana Young Pioneers
and the Gambian youths who were part of this movement in 1961. In progress.

Comrade Sillah: An Artist From The Gambia. A 75 minute documentary. In progress.

<u>**Charles Bwenge**</u>

CHARLES M. BWENGE
Department of Languages, Literatures & Cultures/
Center for African Studies
University of Florida
423 Grinter Hall
PO Box 115560, Gainesville FL 32611
Tel: (352) 392-6232; Fax: (352) 392-2435

Home: 23309 NW 3rd Ave., Newberry, FL 32669
(352) 514-9544; e-mail: cbwenge@ufl.edu

EDUCATION

2002	Ph.D., Linguistic Anthropology, University of Virginia Dissertation: Codeswitching in Political Discourse in Tanzania: A Case study of the Parliamentary Proceeding Advisor: Prof. Ellen Contini-Morava
1989	M.Phil., Applied Linguistics, University of Exeter Thesis: Affixational Morphology and Dictionary Design: A Case Study of Swahili Lexicography Advisor: Prof. R. R. K. Hartmann

SPECIALIZATIONS

Areas: Africa (Swahili-speaking region of Eastern and Central Africa)
Topics: Language and Culture, Ethnography of Communication, Sociolinguistics, Language Policy and Development, Discourse Analysis, Language Contact Phenomena (bilingualism/multilingualism, code-switching, borrowings, pidgins), African Language pedagogy.
Languages: Haya (Native), Swahili (Native/expert), English (fluent)

RESEARCH EXPERIENCE

2013-18	Interaction between Swahili and English languages in the globalizing cultural, economic, and political landscapes of eastern Africa – (including 'linguistic culture and the discourse of advertising: the case of mobile phone services in Dar es Salaam' & 'Kiswangilish: an emerging variety and its implications for Swahili language pedagogy')
2010-14	Dynamics of local knowledge as reflected in linguistic change: the case of Tanzania (a component of NSF-funded Local Knowledge and Climate Change Adaptation Project – PI: Dr. Tom Smucker, Ohio University)
2007-09	Interaction between Swahili and English languages in the globalized marketplace of eastern Africa – Billboard advertisement discourse.
2005-09	Languages of Urban Africa: the case of Dar es Salaam Electoral discourse in 2005 Tanzanian Parliamentary Election.

2004-2010   Sociolinguistics of Codeswitching: explorations in Tanzanian
                 parliamentary discourse.

AWARDS

2014   The Carnegie African Diaspora Fellowship.
                 Host Institution: State University of Zanzibar (SUZA)
                 Duration: September-November, 2014
Project: Developing proposal for a new BA program: Teaching Kiswahili as a Foreign Language.

FUNDED RESEARCH PROJECT – NSF's Geography and Spatial Sciences – GSS #0921952 (with others)

2010-14   Linking Local Knowledge and Local Institutions for the Study of
                 Adaptive Capacity to Climate Change: Participatory GIS in Northern
                 Tanzania (PI: Dr. Thomas Smucker, Ohio University): https://tzclimadapt.ohio.edu/
My specific focus: Dynamics of local knowledge as reflected in linguistic change & local discourse: the case of Tanzania.

TEACHING EXPERIENCE

2004 - present   Senior Lecturer and Coordinator, Program in African Languages, Department of
                 Languages, Literatures & Cultures/Center for African Studies, University of Florida
                 (main duties include, among other things: recruiting, supervising, & mentoring Graduate
                 Student Teaching Assistants (GSTAs) – Akan, Amharic, Swahili, Wolof, & Zulu
                 languages)
2002 –2004   Lecturer, Swahili, Department of Anthropology/African Studies, Princeton University
                 NEW COURSE DEVELOPMENT
2015-16   Director, AFLI Hybrid Elementary Swahili Course (HESC) project - intended to
                 facilitate a combination of traditional face-to-face classroom instruction and online
                 lessons.) Directed the project from planning to implementation stages (identifying
                 cultural scenes, video-recording, editing, designing lessons, reviewing, and
                 uploading final product: https://ufl.instructure.com/courses/341062)
2012   Swahili Text & Context (3 credit course for post-Advanced Swahili students)
2011   African Business Culture (expanded to 3 credit hour course)
2010   African Languages and Worldview

LANGUAGE & PEDAGOGY TRAINING

2015   Participant, ALTA/NALRC Workshop for Finalizing Manuscript Standards for Learning African
        Languages. University of North Carolina, Chapel Hill, November 5-7.

2007   Participant, International Education Programs Service (IEPS) Language   Workshop on key issues
        related to language teaching, acquisition, and assessment. Fairmont Washington, DC Hotel,
        February 22-23.

2006   Participant, Workshop on Standards Development in African Languages. University of Wisconsin, Madison, May 22-26.

2005   Participant, NALRC's Standards-Based Measurement of Proficiency (STAMP) Workshop, Madison, WI, May 27-28

Participant, ACTFL Oral Proficiency Interview Workshop for African Language Instructors, Madison, WI, May 23–26.

2003   Fellow, NALRC Summer 2003 Professional Development Institute in African Languages [Program Development & Evaluation; Teaching Speaking, Listening, Reading, & Writing Skills], University of Wisconsin-Madison, June 2-20.

PROFESSIONAL ACTIVITIES & EXPERIENCE

2015-18 Member, Task Force Committee World-Readiness Standards for Learning Swahili (forthcoming)

2017   Facilitator, AFLI Workshop for exploring ways to design a single curriculum for Domestic Intensive Summer & Overseas Immersion Fall Programs, University of Florida, Gainesville, July 10- 14. Participants: Overseas Academic Coordinators (Mr. Emmanuel Chacha – TCDC, Arusha, Tanzania, Dr. Carlos Manuel – UEM, Maputo, Mozambique, Dr. Mamarame Seck- WARC Dakar, Senegal, & Dr. Sidy Abdou Gueye – WARC Dakar, Senegal)

2011-17 Co-Director, African Flagship Languages Initiative (AFLI) Domestic Intensive Summer Program at the University of Florida, Gainesville (June-August) Overseeing the teaching and learning of eight African languages – Akan/Twi, French (with Basic Wolof), Hausa, Portuguese, Swahili, Wolof, Yoruba, & Zulu.

2017   Committee Member (planning), Participant & Presenter, 3rd CHAUKIDU International Symposium [Kongamano la CHAUKIDU, University of Dar es Salaam, Tanzania, December 15-16.] 'Programu za Lugha za Kiafrika na mchango wake katika ukuzaji wa tasnia ya utalii barani Africa.'

GRANTS, contracts, and other external funding

1. Title: African Flagship Languages Initiative - Domestic Intensive Summer Program (Akan, French with survival Wolof, Portuguese, Swahili, Wolof, & Zulu)

 2018
(Sub award #2340-UFL-10-AFLI-093)
Agency: Institute of International Education (IIE)
Amount: $406,314 (Direct cost $275,467; Indirect $130,847).
Dates: October 1, 2017-December 31, 2018
P.I.: Dr. Akintunde Akinyemi
Co P.Is.: Dr. Charles Bwenge & Dr. James Essegbey

2017
(Project Order #0054-UFL-24-AFLI-280-PO1)
  Agency: Institute of International Education (IIE)
  Amount: $325,921 (Direct cost $220,964; Indirect $104,958).
 Dates: November 1, 2016-September 29, 2017
 P.I: Dr. Akintunde Akinyemi
 Co PIs: Dr. Charles Bwenge & Dr. James Essegbey

PUBLICATIONS
MONOGRAPH

2010   *The Tongue Between: Swahili & English in Tanzanian parliamentary discourse-* LINCOM
        Studies in Pragmatics 19. Muenchen: LINCOM EUROPA Academic Publications.

PAPERS/ARTCLES

2016   *Small voices, louder actions: metaphorical political cartoons on kleptocracy (ufisadi) in
        Tanzania.* (Issues in Political Discourse Analysis) Vol 4 Issue 2.

2015   *Differentiated livelihoods, local institutions, and the adaptation imperative: Assessing climate
        change adaptation policy in Tanzania* (co-authored with Thomas A. Smucker, et al.) in Geoforum
        59 (2015) 39-50.

2013   *English in Tanzania: a linguistic cultural perspective* (International Journal of Language,
        Translation and Intercultural Communication.)
        (Special Issue "Varieties of English"), Athens: Dionikos Publisher, 2012 1 (1), 167-182.
        ISSN: 2241 - 4304
        http://latic-journal.org/index.php/latic/article/view/18/12

2012   *Business Signs in Dar es Salaam: A Sociological Perspective*. In Sanneh, Sandra, Kiarie
        Wanjogu, & Oluseye Adesola (eds.), Language in African Performing and Visual Arts, pp. 48-59.
        Yale.

2011   *Clothing and linguistic identity in political discourse: the case of Tanzanian Presidential
        Portraiture*. Issues in Political Discourse Analysis, Vol. 3:2, 163-188.

2011   *Operating globally, speaking locally: diglossic-patterned advertisements of global brands and
        their meaning – the case of Barclays Bank in Dar es Salaam*. In Akintunde, Akinyemi (Ed.),
        African Creative Expressions: Mother Tongue and other Tongues, pp.168-190. Bayreuth:
        Bayreuth African Studies.

PROFESSIONAL MEMBERSHIP
African Language Teachers Association (ALTA)
African Studies Association (ASA)
American Anthropological Association (AAA)
Board Member, Chama cha Ukuzaji wa Kiswahili Duniani, [Global Association for Promoting Swahili] (CHAUKIDU)
Southeast African Languages & Literature Forum (SEALLF)

Fallou Ngom

Fallou Ngom PhD
Professor of Anthropology
Director, African Studies Center
Boston University, 232 Bay State Road
Boston, MA 02215, Email: fngom@bu.edu

EDUCATION

PhD, French Linguistics, University of Illinois at Urbana-Champaign, 2002
MA, French (with emphasis on linguistics), University of Montana, 1997
Maîtrise d'anglais, Grammaire et Linguistique, Université de Saint-Louis, Sénégal, 1996
Licence d'anglais, Grammaire et Linguistique, Université de Saint-Louis, Sénégal, 1994
DEUG d'anglais, Université Gaston Berger de Saint-Louis, Sénégal, 1993

PROFESSIONAL EMPLOYMENT

- Professor of Anthropology and Director of the African Studies Center, Boston University, September 2017-present
- Professor of Anthropology and Director of the African Language Program, Boston University, March 2017-July 2017
- Associate Professor of Anthropology (with tenure) and Director of the African Language Program, Boston University, January 2008 – February 23, 2017
- Affiliated faculty, Linguistics Program, Boston University, 2015-present
- Fulbright Lecturing and Research Scholar, Université Gaston Berger de Saint-Louis, Senegal, October 2007 – July 2008
- Associate Professor of French and Linguistics (with tenure), Western Washington University, Fall 2007 – January 2008
- Assistant Professor of French and Linguistics, Western Washington University, 2002-2007

RESEARCH AND TEACHING INTERESTS

African intellectual histories
Ajami sources of Muslim Africa
Arabic & Ajami writings of enslaved Africans in the Americas
Islam and literacy in Africa
Language analysis for the determination of national origin
Sociolinguistics and linguistic anthropology

LANGUAGE SKILLS

Wolof	Written, spoken (native)
Mandinka	Written, spoken (fluent)
French	Written, spoken (fluent)
English	Written, spoken (fluent)
Fula (Fuuta Jalon variety)	Written, spoken (fluent)
Portuguese Creole (Crioulo)	Written, spoken (fluent)

Arabic	Conversational
Spanish	Conversational
Seereer	Conversational
Joola Foñi	Basic
Mankagne	Basic
Latin	Good Knowledge (reading and writing)

PUBLICATIONS

Special Journal Issue:

ʿ*Ajamization of Islam in Africa* (Leiden: Brill, Islamic Africa, Volume 8: 1-2, October 2017), 216 pages (co-edited with Mustapha H. Kurfi).

Books:

- *Muslims beyond the Arab World: The Odyssey of ʿAjamī and the Murīdiyya (New York: Oxford University Press, July 2016), 336 pages.*
  - *Winner of the 2017 Melville J. Herskovits Prize for the most important scholarly book in African studies published in English.*
- *Facts, Fiction, and African Creative Imaginations* (New York, NY: Routledge, 2010), 332 pages. Co-edited with Toyin Falola.
- *Oral and Written Expressions of African Cultures* (Durham, NC: Carolina Academic Press, 2009), 223 pages. Co-edited with Toyin Falola.
- *Lexical Borrowings as Sociolinguistic Variables in Saint-Louis, Senegal* (Munich, Germany: Lincom Europa Academic Publishers, 2006), 188 pages.
- *Wolof—Languages of the World/Materials, No. 333* (Munich, Germany: Lincom Europa Academic Publishers, 2003), 111 pages.
- *Phonetic and Phonological Description of Mandinkakaŋ as Spoken in Ziguinchor (*Munich, Germany: Lincom Europa Academic Publishers, 2000), 82 pages.

Books-in-progress

- *The Palgrave Handbook of Islam in Africa* (New York: Palgrave Macmillan, under contract). (co-edited with Mustapha H. Kurfi and Toyin Falola).
- *Praise, Prayer and Probity: The Ajami Poetry of Sëriñ Mbay Jaxate, 1875-1954.*
- *Epic Islam: The Sufi Discipleship of Shaykh Ibrahima Fall, 1855-1930.*

Peer-reviewed articles, book chapters, and encyclopedia entries

- "Ajami Literacies of West Africa," in *Tracing Language Movement in Africa*, Ericka A. Albaugh and Kathryn M. de Luna, editors (Oxford University Press, 2018), 143-164.
- "West African Manuscripts in Arabic and African Languages and Digital Preservation," in Oxford Research Encyclopedias: African History, Thomas Spear, editor, June 2017. http://africanhistory.oxfordre.com/view/10.1093/acrefore/9780190277734.001.0001/acrefore-9780190277734-e-123?rskey=6FZ9Jn&result=2
- "Afterword," in *African Asylum at a Crossroads: Activism, Expert Testimony, and Refugee Rights*, Iris Berger, Benjamin Lawrence, Tricia Redeker Hepner, and Meredith Terretta, editors (Athens: Ohio University Press, 2015), 247-256.
- "Murid Ajami Sources of Knowledge: The Myth and the Reality," in *From Dust to Digital: Ten Years of the Endangered Archives Programme,* Maja Kominko, editor (Cambridge, UK: Open Book Publishers, 2015), 119-164.

- *(With Alex Zito) "Sub-Saharan African literature, ʿAjamī," in* Encyclopaedia of Islam III, *Gudrun Krämer, Denis Matringe, John Nawas, and Everett Rowson, editors (Brill Online, 2013).*
- Review and update of "African Languages and Literatures: West Africa" (initially written by Mervyn Hiskett in 1994), *Oxford Encyclopedia of the Modern Islamic World* (Oxford University Press, 2013).
- "Popular Culture in Senegal: Blending the Secular and the Religious," in *Music, Performance and African Identities*, Toyin Falola and Tyler Fleming, editors (New York: Routledge, 2012), 97-124.
- "Murid Identity and Wolof Ajami Literature in Senegal," in *Development, Modernism and Modernity in Africa*, Augustine Agwuele, editor (New York, NY: Routledge, 2012), 62-78.
- "Ajami Scripts in the Senegalese Speech Community," *Journal of Arabic & Islamic Studies,* Vol. 10 (1), 2010, 1-23.
- "Taboo-Racism: The Mouride Perspective on Arabism," *Arena Journal*, Vol., 33-34, 2010, 236-253.
- "Ahmadu Bamba's Pedagogy and the Development of Ajami Literature," *African Studies Review,* Vol. 52 (1), April 2009, 99-124.
- "Forensic Language Analysis in Asylum Applications of African Refugees: Challenges and Promises," in *Migrations and Creative Expressions in Africa and the African Diaspora*, Niyi Afolabi, Toyin Falola, and Aderonke A. Adesanya, editors (Durham, NC: Carolina Academic Press, 2008), 219-237.
- "Wolof," in *Encyclopedia of Arabic Language and Linguistics*, Vol. 4 (Leiden: Brill, 2007), 723-725 (appeared online in 2011).
- "Loanwords in the Senegalese Speech Community: Their Linguistic Features and Sociolinguistic Significance," *Language, Communication and Information,* Tome 1, 2006, 103-113
- "Les implications sociolinguistiques des emprunts du wolof au français," *Safara: Revue Internationale de Langues, Littératures et Cultures*, 2005, 147-164.
- "Linguistic and Sociocultural Hybridization in Senegalese Urban Spaces," in *Urbanization and African Cultures,* Toyin Falola and Steve Salm, editors (Durham, NC: Carolina Academic Press, 2005), 279-294.
- "Ethnic Identity and Linguistic Hybridization in Senegal," *International Journal of the Sociology of Language,* Issue 170, 2004, 95-111.
- (With Diana Eades et al.) "Guidelines for the Use of Language Analysis in Relation to Questions of National Origin in Refugee Cases," *The International Journal of Speech, Language and the Law*, Vol. 11 (2), 2004, 261-266.
- "The Social Status of Arabic, French and English in the Senegalese Speech Community," *Language Variation and Change*, Vol. 15, 2003, 351-368.
- "Fulani," in *Encyclopedia of Twentieth-Century African History,* Paul Tiyambe Zeleza and Dickson Eyoh, editors (New York, NY: Routledge, 2003), 227-229.
- "Linguistic Resistance in the Murid Community in Senegal," *Journal of Multilingual and Multicultural Development,* Vol. 23 (3), 2002, 214-226.
- "Linguistic Borrowing as Evidence of the Social History of the Senegalese Speech Community," *International Journal of the Sociology of Language*, Vol. 158, 2002, 37-51.
- "Les variables sociolinguistiques dans le journal satirique sénégalais: Le cafard libéré," *The French Review: The Journal of the American Association of Teachers of French*, Vol. 75 (5), 2002, 914-924.
- "Lexical Borrowings as Pathways to Senegal's Past and Present," in *Africanizing Knowledge: African Studies Across the Disciplines*, Toyin Falola and Christian Jennings, editors (New Brunswick, NJ: Transaction Publishers, 2002), 125-147.

- (With Zsuzsanna Fagyal and Samira Hassa) "L'opposition [ɛ]-[e] en syllabes ouvertes de fin de mot en français parisien: Étude acoustique préliminaire," in *XXIV èmes Journées d'Études sur la Parole,* Nancy, June 24-27, 2002, 165-168.
- "Pulaar," in *Encyclopedia of the World's Languages: Past and Present*, Carl Rubino, editor (New York: H.W. Wilson, 2001), 572-575.
- "Sociolinguistic Motivations of Lexical Borrowings in Senegal," *Studies in the Linguistic Sciences*, Vol. 30 (2), 2000, 159-172.
- "Sociolinguistic Profile of the Senegalese Speech Community," *Studies in the Linguistic Sciences*, Vol. 29 (1), 1999, 131-146.

Reviews and other writings
- Review of Graziano Krätli and Ghislaine Lydon, ed., *The Trans-Saharan Book Trade: Manuscript Culture, Arabic Literacy and Intellectual History in Muslim Africa*, in *Medieval Encounters Journal: Jewish, Christian and Muslim Culture in Confluence and Dialogue*, Brill, Spring 2018, 335-355.
- "Deciphering Wolof Ajami Texts," *British Library Endangered Archives Blog*: http://britishlibrary.typepad.co.uk/endangeredarchives/2016/01/deciphering-wolof-ajami-texts.html.
- (With Daivi Rodima-Taylor) "Remittances as Spiritual Investment: A Senegalese Perspective," in *Perspectives in Financial Inclusion Series: African Diaspora and Remittances* (Boston University Center for Finance, Law and Policy), October 2015, 5-6.
- "Training in Less Commonly Taught Languages for the 21st Century," *African Studies Association:* http://www.africanstudies.org/blog?start=25 [19 March 2014].
- "Past Achievements and New Directions," in *Boston University African Studies Center Newsletter*, Issue 3, Fall 2013, 9-11.
- "The African Ajami Library Project," in *West African Research Association Newsletter*, Fall 2011/Spring 2012, 5.
- "Le corpus wolof de la littérature mouride: Un océan de sagesse et de baraka pour l'humanité," in *Actes du 1er Colloque International du Grand Magal de Touba sur le Soufisme,* 2012, 172-185.
- "African Ajami Library-AAL," in *Boston University African Studies Center Newsletter*, Issue 1, 2011, 6-11.
- Review of Anne Storch, *Secret Manipulations: Language and Context in Africa* (Oxford: Oxford University Press, 2011), in *Journal of Sociolinguistics* Vol. 17 (2), 2013, 247-250.
- "Sample Ajami page of Sëriñ Muusaa Ka," *in The History of Peoples: Recasting the Past: The UNESCO Courier,* Number 8, 2009, 10.
- "My Visit to Timbuktu: The City of the 333 Saints," in *West African Research Association Newsletter*, Fall 2008, 13.
- Review of Bathie Ngoye Thiam, *Le parricide* (Paris: L'Harmattan, 2005), in *The French Review: The Journal of The American Association of Teachers of French*, 2007, Vol. 80 (4), 958-959.
- "The Secular Use of Ajami Writings in Senegal," in *West African Research Association Newsletter*, Spring 2005, 17-18.
- "Arabic-based Writing Scripts in Senegal," in *West African Research Association Newsletter*, Fall 2004, 13.
- "Art and Culture in West African Societies," in *The Japan Week 2003 Proceedings of Symposia and Special Lectures*, Western Washington University, 83-87.
- (With Ablaye Diakité and Kéba Tounkara), *A Glossary of Mandinka,* translated from English to French (Dakar, Senegal: UNICEF, 1996), 162 pages.

ACADEMIC CONFERENCES, LECTURES, AND SCHOLARLY PANELS

- (Invited lecture), "African Sources of Knowledge in Ajami Script: The Case of the Muridiyya," University of California, Los Angeles, May 16, 2018.
- (Invited lecture), "Muslims Beyond the Arab World," as part of Professor Sanders and Professor Halim's class, *Comparative Approaches to the Literatures of Africa, the Middle East, and the Global South*, New York University, May 7, 2018.
- (Invited lecture), "The Meaning of Arts in the Muridiyya Sufi Order of Senegal," *Sufi Stories of West Africa: Senegal's Muridiyya*, University of Colorado, Boulder, April 12, 2018.
- (Keynote lecture), "Non-Europhone Sources and Knowledge Production about Africa in the 21st Century," *Graduate Students in African Studies 8th Annual Symposium*, Indiana University, March 24, 2018.
- (Invited lecture) "African Odysseys: African Languages, Arabic Scripts, and Epic Poetry in West Africa," *Vernacular Islam Workshop*, University of Michigan, March 6, 2018.
- (Invited lecture) "The Odyssey of Ajami in Muslim Africa," African Studies Center, University of Florida, Gainesville, March 2, 2018.
- (Invited lecture) "Muslims beyond the Arab World: Language, Arts, and Music in Senegal," *Forum for Scholars and Publics*, Duke University, January 30, 2018.
- (Panel Chair) "Ajami Sources of Sub-Saharan Africa," *The 60th Annual Meeting of the African Studies Association,* Chicago, IL, November 17, 2017.
- (Invited lecture) "Ajami Digital Scholarship: Challenges and Opportunities," *Recording Lives: Libraries and Archives in the Digital Age*, Boston University Center for the Humanities, October 6, 2017.
- (Keynote lecture) "Language Analysis for the Determination of Origin (LADO): A New Subfield of Forensic Linguistics," *Education and Africa's Transformation*, Adeyemi College of Education, Ondo, Nigeria, July 3, 2017.
- (Invited lecture) "Beyond 'Europhone' Sources: African Sources of Knowledge in Ajami and Indigenous Scripts," *Epistemology and Methodology: Seminar on Decoloniality*, *Faculty Distinguished Personality Lecture*, University of Ibadan, Nigeria, June 30, 2017.
- (Invited lecture) "African Languages in Knowledge Production about Africa in the 21st Century: Challenges and Opportunities," *Distinguished Lecture Series*, Lagos State University, Nigeria, June 28, 2017.
- (Invited lecture) "Forensic Linguistics and Asylum Seeking: Language Analysis for the Determination of Origin (LADO)," Rhodes College, April 26, 2017.
- Discussant Professor Ousmane Kane's book *Beyond Timbuktu: An Intellectual History of Muslim Africa* (Harvard University Press, 2016), Center for the Study of World Religions, Harvard Divinity School, April 3, 2017
- (Keynote lecture) "Languages and Scripts as Pathways into African Epistemologies," *The 17th Annual Africa Conference at the University of Texas at Austin*, Austin, TX, April 1, 2017.
- (Keynote lecture) "The African Library, the Europhone, and the Non-Europhone Intellectuals," *The First Conference of the Northeast Consortium for Programs in African Languages*, Columbia University, March 25, 2017.
- (Invited lecture) "Ajami Sources of Knowledge: The Case of the Murdiyya Tradition," Yale University Library's SCOPA group, Yale African Students Association, and Yale Muslim Students Association, Yale University, February 23, 2017.
- (Invited lecture) "Language Detectives: Forensic Linguistics in African Asylum Cases in Europe," *Schulze Speaker Series*, University of Northern Colorado, Greeley, CO January 17, 2017.

- "Intellectual Self-Deportation in Post-Colonial Africa," *The 59th Annual Meeting of the African Studies Association*, Washington, DC, December 3, 2016.
- "Ajami Texts as Sources of African History," *The 59th Annual Meeting of the African Studies Association*, Washington, DC, December 1, 2016.
- (Keynote lecture) "Language Analysis in Asylum Cases and African Ajami Literatures," The South East, African Languages, and Literatures Forum (SEALLF) Conference, Winston-Salem State University, North Carolina, September 30, 2016.
- (Invited lecture), "Identifying, Collecting and Studying Ajami Manuscripts," Ajami Workshop, Centre for the Study of Manuscript Cultures, Universität Hamburg, Germany, October 24-26, 2016.
- "Ajami Sources and Knowledge Production about Africa in the 21st Century," *Innovation, Transformation, and Sustainable Futures in Africa Conference* organized by the American Anthropological Association (AAA), the African Studies Association (ASA), the Council for the Development of Social Science Research in Africa (CODESRIA), and the West African Research Center (WARC), Novotel, Dakar, June 2, 2016.
- "Visual Aesthetics of the Word in the Muridiyya," *Sacred Word: The Changing Meanings in Textual Cultures of Islamic Africa*, Institute for the Study of Islamic Thought in Africa (ISITA), Northwestern University, Evanston, April 21, 2016.
- "Ajami Literatures of East and West Africa Roundtable," *The 58th Annual Meeting of the African Studies Association*, San Diego, California, November 20, 2015.
- "Agencies of Cultural Patrimony: Elites and Cultural Archives in Africa Roundtable," *The 58th Annual Meeting of the African Studies Association*, San Diego, California, November 20, 2015.
- (Invited lecture) "Emergent Frameworks in Language and Literature Studies Roundtable," *Beyond Medieval and Modern: Rethinking Global Paradigms of Political Economy and Culture*, a Sawyer Seminar funded by the Andrew W. Mellon Foundation, University of Massachusetts-Amherst, Thursday, October 22, 2015.
- (Invited lecture) "Ajami Literacies of Africa: Their Emergence, Expansion and Functions," *Mapping Language Movement in Africa*, Bowdoin College, September 25, 2015.
- (Invited lecture) "Sanctified Suffering: The Response to Violence in Murid Ajami Poetry," *Islam and Peace: Perspectives from African Muslim Nonviolence Traditions Conference*, Columbia University, September 12, 2015.
- "A Shibboleth Test for Asylum Seekers: Language Analysis in Asylum Cases," *National Council of Less Commonly Taught Languages (NCOLCTL) 23rd Anniversary*, Hilton, Washington Dulles Airport, April 24, 2015.
- "Ajami Writings as Major Sources of African Knowledge: The Case of the Murid tradition," *The Prince Alwaleed Bin Talal Islamic Studies Program Faculty Seminar Series,* Harvard University, November 12, 2014.
- (Keynote lecture) "Ajami Sources of Knowledge and the Myth of Illiteracy of Africa," *Boston Pan-African Forum 4th Annual Meeting*, UMass Boston, October 24, 2014.
- "Ajami sources: 'Writings of Illiterate Africans,'" *African Languages in the Disciplines Conference*, Harvard University, April 24, 2014.
- "Islam and African Sources of Knowledge in Ajami Script," *Institute for the Study of Muslim Societies and Civilizations Faculty Lunch Talk*, Boston University, April 7, 2014.
- Language expert in the "Asylum and Expert Testimony Panel," *The 56th Annual Meeting of the African Studies Association*, Baltimore, Maryland, November 24, 2013.
- (Invited lecture) "Africa's Sources of Knowledge in Ajami Scripts," *Clarke Forum for Contemporary Issues*, Dickinson College, March 21, 2013.

- (Invited lecture), "Enhancing the Reliability of Language Analysis for the Determination of Origin," Department of French and the School of Literatures, Cultures, and Linguistics, University of Illinois at Urbana-Champaign, February 13, 2012.
- (Invited lecture) "African Languages in Higher Education: Challenges and Opportunities," *ESTEL: École Supérieure des Métiers du Management et des Langues*, Dakar, Senegal, December 21, 2012.
- "Language, Asylum Law, and International Migration," *African Languages in the Disciplines Conference*, Harvard University, April 20, 2012.
- "Le corpus wolof de la littérature mouride: Un océan de sagesse et de baraka pour l'humanité," *1er Colloque International du Grand Magal de Touba sur le Soufisme,* Hotel Méridien-Président, Dakar, Senegal, December 23-26, 2011.
- (Invited lecture) "Enhancing the Reliability of LADO: Examples from Fula and Wolof Cases," *Research Seminar: Language Analysis of Asylum Applicants: Foundations, Guidelines and Best Practice*, funded by UK Economic & Social Research Council, University of Essex, November 26, 2011.
- (Invited lecture) "Ajami Literary Traditions of West Africa," *West African Muslims and their Contribution to U.S. Culture Symposium,* Howard University, October 11, 2011.
- "Ajami Literacy and the Myth of Illiteracy in Islamized Africa," *African Languages in the Disciplines Conference*, Harvard University, April 22, 2011.
- (Invited lecture) "African Sources of Knowledge in Non-Latin Scripts: The Case of Wolof Ajami in Senegambia," *Africa Awareness: Distinguished Lecture*, Bridgewater State University, March 24, 2011.
- (Invited lecture) "Opening the Ajami World to the World: West African Ajami Sources of Knowledge," Department of French and the Department of Linguistics, University of Illinois at Urbana-Champaign, March 10, 2011.
- (Invited lecture) "West African Ajami Intellectual Traditions: The Case of Wolofal," *Cosmopolitanism and Diversity in the African World Lecture Series*, Kent State University, January 25-26, 2011.
- (Invited lecture) "Ajami Literary Traditions of Sahelian Africa: The Case of Wolofal," *Center for Middle Eastern and North African Studies (CMENAS)*, University of Michigan, Ann Arbor, January 12, 2011.
- (Invited lecture) "Wolofalu Soxna Maimunatu Mbàkke [The Wolof Ajami Poetry of a Sufi Woman: Soxna Maimunatu Mbàkke]," *Sufi Literature of Senegambia: Texts and Contexts Workshop,* organized by Northwestern University's Institute for the Study of Islamic Thought in Africa and WARC (West African Research Center), Dakar, Senegal, December 15-16, 2010.
- (Panel chair) "Innovations in Institutions of Higher Education in Africa," *The Sompatt 2010 Academic Forum*, Boston University African Studies Center, October 23, 2010.
- "Wolof Cultural Autonomy and Ajami Literature in Murid Communities," *Race, Ethnicity, and Place Connference*, Binghamton University, October 6-8, 2010.
- (Invited lecture), "International Migrations and the New Field of Forensic Linguistics," *Séminaire International: Regards croisés sur les migrations féminines internationales et la protection sociale*, Université Gaston Berger, Senegal, June 29-30, 2010.
- (Panel chair) "Culture and Society Session," *Good News from Africa,* Pardee Center for the Study of Longer-Range Future, Boston University, April 16, 2010.
- (Invited lecture) "African Ajami Sources of Knowledge and Contemporary African Studies Scholarship," *Crossroads: Migration, Language, and Literature in Africa*, Center for African Studies, Rutgers University, February 26, 2010.
- "The Sufi Orders of Senegal," Fulbright Hays lecture to 16 American teachers traveling to Senegal, sponsored by WARA (West African Research Association) and the US Department of Education, Boston University, June 27, 2009.

- (Keynote lecture) "African Languages & Linguistics and Knowledge Production about Africa in the 21ˢᵗ Century," *The 40ᵗʰ Annual Conference on African Linguistics*, University of Illinois at Urbana-Champaign, April 9, 2009.
- "Murid Wolof Ajami: the Scholars, their Work and Research Methods," *The 51ˢᵗ Annual Meeting of the African Studies Association*, Chicago, November 13-16, 2008.
- "Les potentialités de recherche et d'enseignement en ajami en Afrique de l'ouest: Le cas de la tradition wolofal au Sénégal," Bibliothèque de Manuscrits Mamma Haidara, Timbuktu, Mali, July 28, 2008. Trip organized and funded by the U.S. Embassies in Dakar and Bamako, Mali through the Fulbright Exchange Program.
- (Invited lecture) "Le système éducatif américain: Quelles perspectives et contraintes pour le modèle sénégalais?," *West African Research Center*, Dakar, Senegal, June 5, 2008. Talk sponsored by the Public Affairs Office of the U.S. Embassy in Senegal.
- (Invited lecture with Jeanne L. Clark, Vice Consul of the US Embassy in Senegal) "Études aux U.S.A," *CESAG: Centre Africain d'Études Supérieures en Gestion*, Dakar, Senegal, April 23, 2008. Talk sponsored by the Public Affairs Office of the U.S. Embassy in Senegal.
- (Invited lecture with Joseph W. Lanning, World Education Fund Director) "Les stratégies de réussite dans le processus sélectif d'inscription dans les universités américaines," Université Gaston Berger de Saint-Louis, Senegal, November 14, 2007. Talk sponsored by the Public Affairs Office of the U.S. Embassy in Senegal.
- "Popular Culture in Senegal: Blending the Secular and the Religious," *Popular Culture in Africa Conference*, University of Texas at Austin, March 30-April 1, 2007.
- "Ajami in Africa: the Research and Educational Potentials," *The 49ᵗʰ Annual Meeting of the African Studies Association*, San Francisco, November 16-19, 2006.
- "Enhancing the Reliability and Objectivity of Language Analyses in Asylum Cases: An English-Speaking Asylum Seeker Claiming to Come from Sierra Leone," *Second European International Association of Forensic Linguists Conference,* Institut Universitari de Lingüística Aplicada, Barcelona, September 14-16, 2006.
- "Language Analysis in Asylum Cases: A Recent Development in Forensic Linguistics," *Distinguished Lecture Series*, Western Washington University, April 12, 2006.
- "Forensic Language Analysis in Asylum Applications of African Refugees: Challenges and Promises," *Conference on Movements, Migrations and Displacements in Africa*, University of Texas at Austin, March 24-26 2006.
- "Issues in Using Sociolinguistic Evidence to Determine Nationality: The Case of a Sierra Leonean Fula Asylum Seeker," *Language and Law 2005 Conference: East Meets West*, University of Lodz, Poland, September 13, 2005.
- "Forensic Linguistics: A Question and Answer Introduction to a Rapidly Growing Field," *The Linguistics Speaker Series*, Western Washington University, Fall 2005.
- "Arabic-based Scripts in Senegalese Muslim Communities: The Case of Wolofal," *Annual Meeting of Michigan Linguistic Society*, University of Michigan-Flint, October 16, 2004.
- "Wolof Variation and Change in the Senegalese Speech Community," *The 35ᵗʰ Annual Conference on African Linguistics*, Harvard University, April 02-04, 2004.
- "Arabic-based Scripts in the Senegalese Speech Community," *The Linguistics Speaker Series*, Western Washington University, Fall 2004.
- "Les variétés linguistiques du français au Sénégal et leurs implications sociolinguistiques," *Association for French Language Studies Symposium*, Université de Tours, France, September 25-27, 2003.
- "Linguistic and Socio-cultural Hybridization in Senegalese Urban Spaces," *The African Urban Spaces: History and Culture Conference*, University of Texas at Austin, March 28-30, 2003.
- "Art and Culture in West African Societies," *The Japan Week 2003 Symposia and Special Lectures*, Western Washington University, April 28-May 1, 2003.

- "Language and Identity in Senegal," *International Conference on Language and Identity*, Baruch College, New York, October 2-5, 2002.
- (With Zsuzanna Fagyal and Samira Hassa) "On the Prosodic Conditioning of the [ɛ]-[e] Merger in Open-syllables in Parisian French," *NWAV (New Ways of Analyzing Variation),* North Carolina State University, October 2001.
- "Learners' Individual Differences in Language Classrooms," *The 5ᵗʰ Annual African Language Teachers Association Conference*, University of Wisconsin, Madison, Spring 2001.
- "Lexical Borrowings as Pathways to Senegal's Past and Present," *Pathways to Africa's Past Conference*, University of Texas at Austin, Spring 2001.
- "Lexical Borrowings as Sociolinguistic Variables," *The 25ᵗʰ Annual Pennsylvania Linguistic Colloquium*, Department of Linguistics, University of Pennsylvania, Spring 2001.
- "The Sociolinguistic Motivations of Lexical Borrowings in Senegal," *The Thursday Linguistic Seminar*, Department of Linguistics, University of Illinois at Urbana-Champaign, Fall 2000.
- "Religious and Linguistic Behaviors as Means of Anti-Colonial Resistance in Sub-Saharan Africa: The Case of the Murids," *The 31ˢᵗ Annual Conference on African Linguistics*, Boston University, Spring 2000.
- "Les variables sociolinguistiques dans le journal satirique sénégalais: Le cafard libéré," *The 3ʳᵈ University of Illinois at Urbana-Champaign Graduate Student Conference on African and African Diaspora Issues*, Spring 2000.
- "Linguistic Resistance as an Expression of Political, Cultural and Religious Resistance in Senegal," *The African Studies International Conference*, Michigan State University, Fall 1999.
- "Sociolinguistic Profile of Senegal," *The Graduate Students Conference*, University of Illinois at Urbana-Champaign, Spring 1998.
- "Wolof Native Speakers' Problems in the Acquisition of English Situation-bound Utterances," *International Pragmatic Conference*, University of Illinois at Urbana-Champaign, Fall 1997.
- "Multilingualism in Africa: The Example of Senegal," *The 15ᵗʰ Annual Foreign Languages Days*, University of Montana, Missoula, Spring 1997.

RESEARCH AND PROFESSIONAL EXPERIENCE

- Regular fieldwork trips in Wolof, Mandinka, and Fulani communities of West Africa on language contacts and Ajami literary traditions, 2004-present
- Participant in The Fifth International Summer School in Forensic Linguistic Analysis at the University of Lodz, Poland, September 7-11, 2005
- Research Assistant in Acoustic Phonology using CSL (Computerized Speech Laboratory) to study ongoing changes in French phonology, Department of French, University of Illinois at Urbana-Champaign, Spring & Summer 2001
- Volition Inc. Freelance French Language Tester responsible for identifying ungrammatical structures, suggesting corrections and reporting them to the programmer, Fall 2001
- Dissertation fieldwork in Saint-Louis, Senegal to interview and record 200 Wolof speakers, describe the phonological, lexical and other linguistic traits in their spontaneous speech, and study their sociolinguistic significance, Senegal, Fall 2000
- Certificate of Completion of Study in African Language Program Administration, delivered by the National African Language Resource Center (NALRC) and the African Language Teachers Association (ALTA), University of Wisconsin, Madison, July 2000
- Freelance Abstractor for Linguistics and Language Behaviors Abstracts, Cambridge Scientific Abstracts, Western Region Office, San Diego California, Summer 2001
- Internship in Linguistic Competence in Six Senegalese National Languages, 1995-1996

- MA thesis fieldwork in the Republic of Guinea Bissau to collect Mandinka spontaneous speech and compare it with that of speakers in Ziguinchor, Senegal, and to write a comparative phonological description of the language, Summer 1995
- Participant in Advanced and Vocational Training in Foreign Language Teaching Methods, Centre de Linguistique Appliquée de Dakar (CLAD), Dakar, Senegal, 1995

GRANTS

- PI, Project: 'Ajami Literature and the Expansion of Literacy and Islam: The Case of West Africa, NEH Collaborative Research Grants. Duration: 09/01/2019-12/31/2022. Total amount: $ 250,000 (pending).
- PI, Project: EAP1042: Digital Preservation of Mandinka Ajami Materials of Casamance, Senegal, British Library/ARCADIA Endangered Archives Programme. Duration: January 2018-March 2019. Grant amount: £44,000 ($57,000).
- Co-directed a Fulbright-Hays Seminar Abroad to Senegal (with Timothy Longman). The program included 16 American professors and focused on the theme of Religion and Diversity in West Africa. Duration: May 22-June 22, 2016. Grant amount: $160,000.
- Principal Investigator: EAP334: Digital Preservation of Wolof Ajami Manuscripts of Senegal. The British Library/ARCADIA Endangered Archives Programme 2010 Major Project Award: £20,630 ($33,307.16). Duration: 7 months (completed in 2012).
- Member of the leadership team of Boston University's African Studies Center Title VI program. The quality of the Title VI African Language Program I direct has played a key role in the successful grant applications. In 2012, the African Studies Center received $2.3 million in new National Resource Center (NRC) and Foreign Language Area Studies (FLAS) grants from the US Department of Education. Duration: 4 years.

AWARDS AND HONORS
US-based Honors

- Phi Beta Kappa Honorary Membership, BU Epsilon Chapter, May 18, 2018
- 2018 Metcalf award nominee, BU's highest recognition for excellence in teaching
- Nelson Mandela Distinguished Africanist Award, University of Texas, Austin, 2017
- Special Recognition Award in Appreciation of Outstanding Service/Commitment to the African Studies Association Board of Directors, November 2015
- Plaque in Recognition of Outstanding Scholarship in the Area of African Languages, History, and Culture and Leadership and Commitment to the Promotion of Pan Africanist Ideals both in the African Continent and its Diaspora, Boston Pan African Forum, Inc., October 24, 2014
- John Simon Guggenheim Fellowship 2011 (on leave: Spring 2012-Spring 2013)
- Nominated and elected as member of the board of directors of the African Studies Association (ASA), the flagship organization for Africanist scholars, 2012-2014
- Fulbright Lecturing/Research award to Senegal for the academic year 2007-2008
- American Council of Learned Society/Social Sciences Research Council/National Endowment for the Humanities (ACLS/SSRC/NEH) International Area Studies Post-Doctoral Fellowship to study Ajami literacy in Senegambia, Fall 2004

- West African Research Association (WARA) Post-Doctoral Fellowship to conduct fieldwork in Senegambia, West Africa, 2004
- Phi Kappa Phi, University of Illinois at Urbana Champaign, initiated in 2001

International Honors

- Invited to serve in the Editorial Advisory Board of the Oxford Research Encyclopedias (ORE), Summer 2016-present
- International Advisory Committee Member, Islamic Africa, Fall 2015-present
- "Murid Ajami Sources of Knowledge: The Myth and the Reality" was one of the 19 peer-reviewed articles selected (out of 244 projects) to highlight the significance of the works supported by the British Library/ARCADIA Endangered Archives Programme since its inception
- Invited to serve in the Advisory Board of the Language & Asylum Research Group (LARG), based at the University of Essex, UK, since Fall 2011
- Certificate of Recognition for Outstanding Performance as a Fulbright Scholar, delivered by the College of Arts and Sciences, Université Gaston Berger de Saint-Louis, Senegal, July 2008. This was delivered to me at the end of my Fulbright year for my teaching, mentoring, and service to the institution that went beyond the standard expectations of a Fulbright scholar.

COURSES TAUGHT

At Boston University

- AN 312- Peoples and Cultures of Africa
- AN 327-Islam in Africa
- AN 521-Sociolinguistics
- AN 524-Language Contact in Africa
- AN 532-Literacy and Islam in Africa
- Wolof in Latin and Ajami scripts

At Université Gaston Berger of Saint-Louis, Senegal

- Seminar in Language Variations
- Seminar in Phonetics and Phonology
- Seminar in Sociolinguistics
- Seminar in Structures of African Languages
- Seminar in Syntax

At Western Washington University

- French Phonetics and language
- Generative Phonology
- Seminar in Forensic Linguistics
- Seminar in Sociolinguistics
- Seminar in the History of French

SERVICE

Service to Boston University

- Chair, African Studies Center's Visiting Researchers Committee, Fall 2017-Present
- Chair, African Studies Center's Assistant Director search committee, Fall 2017
- BU Librarian Search Advisory Committee Member, Fall 2017-Spring 2018
- Member of the Executive, BU Center for the Humanities (BUCH), Fall 2017-Present
- MLK & Jr. and Whitney Young Fellowship Committee, Spring 2014-Present
- African Studies Center Title VI/FLAS Fellowship Committees, Fall 2009-Present.
- Overseeing all aspects of the federally funded Title VI African Language Program (including administrative leadership, material development projects, and supervision of instructors and FLAS Fellows overseas programs), 2008-2017
- Search Committee, Wein Chair in African American Studies, Fall 2016-Spring 2017
- Graduate Admission and Aid Committee, Anthropology, 2010-2017
- Boston University Alumni Association lecture, Katzenberg Center, April 19, 2017
- Social Sciences Curriculum Committee, College of Arts and Sciences, Fall 2014
- Search Committee Member for a Europeanist Anthropologist, Fall 2010
- Search Committee Member for an Africanist Anthropologist, Fall 2009
- Initiated the signing of the MOU between Boston University/Gaston Berger University of Saint-Louis, Senegal to facilitate faculty research and enable our FLAS fellows to participate in intensive language programs in Senegal, Spring 2009
- Search Committee for African Studies Center Director, Fall 2008-Spring 2009
- College of Arts and Sciences Lecturer Promotion Committee, Fall 2008

Dissertation Committees and Other Exams
- Dissertation Defense, Committee, Sarah Westwood, History, May 2, 2018
- Dissertation Defense Committee, Mustapha H. Kurfi, Sociology, March 19, 2018
- Prospectus Defense Committee, Claire S. Lim, Political Science, May 30, 017
- Prospectus Defense Committee, Mimi Stith, Anthropology, September 3, 2015
- Dissertation Defense Committee, Lynsey Farrel, Anthropology, May 11, 2015
- Dissertation Advisor and first reader, Alex Zito, University Professors Program, dissertation defended on November 16, 2011
- Mandinka MA Language Exam, Justin Tinsey, International Relations, Fall 2010
- Pulaar PhD Language Exam, Sarah Westwood, History, Fall 2010
- Dissertation Defense Committee, Nicole Hayes, Anthropology, Fall 2010
- Dissertation Defense Committee, Shelby Carpenter, Anthropology, Summer 2010
- Prospectus Defense Committee, Alex Zito, University Prof. Program, Spring 2009
- Prospectus Defense Committee, Arianna Fogelman, Anthropology, Fall 2009

Service to Western Washington University
- Member of the College Curriculum Committee, 2006-2007
- Member of the Faculty Affairs Council (FAC), Fall 2004-2006
- Ad-hoc Budget Committee of the Faculty Affairs Council, Winter 2004-2005
- Member of the Diversity Achievement Award Committee, Spring 2004-2005
- New Faculty Orientation Tour Leader, Fall 2003

- Alternate Member of the Student Academic Grievance Board, Winter 2004
- Participant in the Teaching-Learning Academy (TLA), Fall 2003

Service to the Department of Modern & Classical Languages
- Advisor for French Majors/Minors, academic year, 2006-2007
- Member of Thesis Committees dealing with West Africa, 2005-2006
- Member of the Activities Committee, 2005-2006
- Member of the Organizing Committee, 18th North American Conference on Chinese Linguistics (NACCL18), June 2006
- Participant in Western Preview to present information about the Department of Modern and Classical Languages to students and their parents, April 2005
- Member of the Ad-hoc Committee for the Interlingua Newsletter, Spring 2004
- Mentoring a limited term faculty, Winter quarter 2003
- Temporarily coordinating first year French classes, Winter 2003
- Helped contact and bring speakers on campus, Spring 2003
- Supervised a student's project on Language and Ethnicity, Fall 2003
- Supervised several undergraduate students majoring in French & Linguistics to prepare their applications for graduate studies in French & Linguistics, 2002-2007

Service to the Profession
- Program co-chair, Africa in the World: Shifting Boundaries and Knowledge Production, jointly organized by AAA and ASA, Johannesburg, SA, May 25-28, 2018
- Editorial Review Board, African Studies Review, January 2018-December 2020
- American Anthropological Association (AAA) and African Studies Association (ASA) Planning Meeting for South Africa 2018, Baltimore, May 11, 2017
- Member of the Steering Committee and one of the founding members of Islam in Africa Studies Group (IASG), December 3, 2016-November 2017
- Advisory Board, Language & Asylum Research Group (LARG), Fall 2011-Present
- Editorial Board of Diasporic Africa Press, Fall 2011-Present
- Advisory Board, African Language Materials Archive (ALMA), 2005-Present
- External reviewer to evaluate the federally funded Title VI African Language Program at Howard University, March 9-10, 2016
- Led Boston University's team to host the Northeast Regional Consortium of Programs in African Languages (NERCPAL), April 12, 2014, and February 26-27, 2016 (Participants: Columbia, Cornell, Harvard, Howard, Princeton, and Yale).
- Board of Directors of African Studies Association (ASA), 2012 to 2014
- West African Research Association Finance/Development Committee, Spring 2013
- Reviewed abstracts for ALTA (African Language Teachers Association) Annual Conference, January 8-11, 2011
- Search Committee for a Coordinator of the Library of Congress West African Acquisitions Pilot Project, December 2010
- Advisory Board, National African Language Resource Center, March 2010-Present

- Fulbright Scholar Resource Person to share experience with 66 outgoing Fulbright lecturers and researchers, June 25-26, 2009
- Editorial Board, Carolina Studies on Africa and the Black World, 2009-Present
- Fellowship Committee, West African Research Association (WARA), 2008-2009
- Board of Directors, West African Research Association (WARA), 2006-2009

External Reviews for Journals, Publishers, and Professional Organizations
- Reviewed abstracts for 2018 ASA/AAA conference, Joburg, SA February 18, 2018
- Reviewed for Oxford Research Encyclopedias: African History, August 5, 2017
- Reviewed book proposal for Cambridge University Press, June 4, 2017
- Reviewed Abstracts for the Germanic Society for Forensic Linguistics, April 3, 2017
- Reviewed for Revue Internationale de Langues, Littératures et Cultures, Fall 2016
- Reviewed for Bloomsbury Publishing, Fall 2016
- Reviewed for Islamic Literatures: Texts and Studies Series, Brill, Fall 2016
- Reviewed for Palgrave Macmillan, Summer 11, 2014
- Reviewed for the journal Africa Today, Spring 2011
- Reviewed for the journal Islamic Africa, Spring 2011
- Reviewed for the Journal of African Language Learning and Teaching, 2010-2011
- Reviewed for the journal History Compass, Summer 2010
- Reviewed for the Canadian Journal of African Studies, Fall 2010
- Reviewed 40th Annual Conference on African Linguistics Proceedings, Spring 2010
- Reviewed for University of Rochester Press, Spring 2009
- Reviewed for the Journal of African Languages and Linguistics, Winter 2007
- Reviewer for the National African Language Resource Center, 2002

External Reviews for Foundations and Government Agencies
- Reviewed the US Census Bureau's classification list for the Black/African American population and made recommendations for improvement, September 4, 2014
- Reviewed for National Research Foundation (NRF), South Africa, August 29, 2014
- Reviewed for Social Sciences & Humanities Research Council of Canada (SSHRC), July 18, 2009, and January 28, 2014
- Invited as a Language Expert by LINGUA, a unit of the Swiss government specialized in LADO (Language Analysis for the Determination of Origin), Federal Bureau for Migration, Bern, Switzerland, September 17-22, 2006 and July 29-August 7, 2013
- Reviewed for the Council for International Exchange of Scholars for the selection of Fulbright scholars in Linguistics in the 2011, 2012 and 2013 competitions
- Reviewed for the National Science Foundation (NSF), August 8-26, 2012
- Reviewed for the US Department of Education Title VI program: International Research and Studies Field Reader, March 1-12, 2010

SELECTED WORKS FEATURED IN THE MEDIA

- "Libraries and Archives Meet the Digital Age," Center for the Humanities, Boston University: https://www.bu.edu/today/2017/recording-lives-in-the-digital-age/
- "Ajami Digital Scholarship: Challenges and Opportunities," Recording Lives: Libraries and Archives in the Digital Age, October 6, 2017, Boston University: http://sites.bu.edu/humanitiesforums/fallou-ngom/
- "Nos archives sont des désastres," Interview with BBC Afrique, June 9, 2017: http://www.bbc.com/afrique/region-40340963
- "Episode 108: Ajami in African History," Africa Past & Present-African Online Digital Library (AODL), March 3, 2017: http://afripod.aodl.org/tag/fallou-ngom/
- "Crossing Borders," College of Arts and Sciences Magazine, Fall 2014: http://www.bu.edu/cas/magazine/fall14/languages/
- "African Sources of Knowledge in Ajami Script," Clark Forum for Contemporary Issues Lecture at Dickinson College: http://clarke.dickinson.edu/fallou-ngom/
- "The Other Side of the Story," Boston University Research Magazine 2012: http://www.bu.edu/research/magazine/2012/paper-trails/the-other-side-of-the-story/index.shtml
- "The Rest is Poetry," College of Arts and Sciences Magazine, Fall 2011: http://www.bu.edu/cas/magazine/fall11/poetry/index.shtml
- "African Language Scholar Wins Guggenheim Fellowship," BU Today: http://www.bu.edu/today/2011/african-language-scholar-wins-guggenheim-fellowship/
- "The Lost Script," The Boston Globe: http://www.boston.com/bostonglobe/ideas/articles/2010/01/10/the_lost_script/
- "African Ajami Writing System," PRI's The World:
- http://www.pri.org/stories/2010-09-17/africas-ajami-writing-system
- "Found in Translation," Boston University Research Magazine 2009: http://www.bu.edu/research/news-events/research-magazine/2009-toc/highlights/muslim-mosaic/
- "Lost Language," Bostonia Magazine, Summer 2009: http://www.bu.edu/bostonia/summer09/ajami/
- "Scholar Leads African Language Learning Project to Recover Lost Knowledge," Diverse Issues in Higher Education: http://diverseeducation.com/article/13121/

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- African Studies Association (ASA)
- American Academy of Religion (AAR)
- American Anthropological Association (AAA)
- West African Research Association (WARA)

REFERENCES: Available upon request

Wafa Hassan

Dr. Wafa Hassan is a graduate of the George Washington University Graduate School of Education and Human Development with focus on Second Language/Bilingual Education. Arabic Department Director at Global Educational Excellence, educational management and development http://www.gee-edu.com/. Member and current President of the Executive Board of the National Council of Less Commonly Taught Languages (NCOLCTL) http://www.ncolctl.org/about/officers-bylaws

Former assistant professor of Arabic Language and culture at western Michigan University. She worked six years at Michigan State University, College of Arts and Letters, as an Arabic language and culture faculty and the was the Director of Outreach and K-12 Initiatives for the Arabic Language Flagship Program. She is currently the director of the Michigan Arabic Teachers' Council and the STARTALK Arabic teacher program. She led many STARTALK summer teacher training and students programs nationwide since 2007.

Dr. Hassan is very passionate about teaching foreign languages; she is currently overseeing the development of the Flagship High School Arabic Curriculum. She has extensive experience in training teachers of Arabic as a foreign language nationally and internationally. Recently she trained teachers in Jordan, United Arab Emirates, Morocco, Saudi Arabia, Egypt, and Qatar. She is a co-author of the ACTFL National Standards for Learning Arabic as a Foreign Language and author of a published a book titled Inclusion of ELL with Special Needs in General Education.

Dr. Hassan current research interest is focusing on using best practices teaching Arabic as a foreign language, using the target language, motivation and language learning, students' and parents' attitudes towards learning foreign languages, heritage and non-heritage students' classroom interactions and learning Arabic language.

APPENDIX A4: Local Advisory Board CVs
Hilary Khan

<div align="center">

Hilary E. Kahn, Ph.D.

hkahn@indiana.edu
355 N. Jordan Avenue
Bloomington IN 47405-1105
812-855-5545

4825 N. Andover Ct.
Bloomington IN 47408
812-345-1732

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Education
2002   Ph.D. in Anthropology, University of Buffalo
1993   M.A. in Anthropology, University of Buffalo
1990   B.A. in Anthropology, with high distinction, Indiana University, Bloomington

Academic Expertise
Global Studies and Research, International Education, Visual Anthropology, Ethnographic Methods, Human Rights, Anthropology of Art, Latin America and the Caribbean, International Service Learning, Curriculum and Campus Internationalization, High-impact Practices, Global Learning Pedagogies

Academic Appointments
Indiana University Bloomington (with appointment date)
- Assistant Dean of International Education and Global Initiatives, School of Global and International Studies (2014)
- Executive Director, Center for the Study of Global Change (2011)
- Senior Lecturer, International Studies Department (2013)
- Director, Framing the Global Research and Publication Project (2010) Director, Voices and Visions: Islam and Muslims from a Global Perspective Project
- Director, Ph.D. Minor in Global Studies (2008)

Academic Service Appointments
- Immediate Past President and Executive Board Member, Association of International Education Administrators
- Board Member, Global Learning Advisory Council, Association of American Colleges and Universities
- Series Editor, Framing the Global: A Global Studies Research Series, Indiana University Press
- Editorial Board Member, Diversity and Democracy, Association of American Colleges and Universities

Publications: Books

2018   *On Islam: Muslims and the Media*. co-authored edited volume with Rosemary Pennington. Indiana University Press.

2014   *Framing the Global: Entry Points for Research. Editor and Author*. Bloomington, Indiana University Press

2006   *Seeing and Being Seen: The Q'eqchi' Maya of Livingston, Guatemala and Beyond*. Austin: University of Texas Press

Sample Publications: Articles, Book Chapters, Journal Issues

2018   *Business Horizons*, Guest Co-editor with Joshua Perry. Special Issue on Culture, Ethics, Pedagogy, and International Business. Forthcoming in Fall

2018   *Laying Yourself Bare: Ethnographic Vulnerabilities in Global Classrooms*, Peer Review, 20(1):13-15

2015   *Global Learning through Difference: Considerations for Teaching, Learning, and the Internationalization of Higher Education*, Journal of Studies in International Education, Co-authored with Melanie Agnew. December 15,1-13

2015   *Scales of Global Learning: Prisms, Knots, and a Cup of Coffee, Diversity and Democracy, 4-7*

2015   *Internationalization at Home*. Metropolitan Universities, 25(3): 31-46. Co-authored with Melanie Agnew

2010   *Overcoming the Challenges of International Service Learning: A Visual Approach to Sharing Authority, Community Development, and Global Learning, in International Service Learning*: Conceptual Frameworks and Research, edited by Robert G. Bringle, Julie A. Hatcher, & Steven Jones, Stylus Publishing, LCC, 113-124

2010   *Seeing Beyond: Visual Approaches in Global Learning*, Special issue on international education, Practicing Anthropology, 32(3):45-48

2008   *Use of Online Technologies in an International, Multidisciplinary, Service-Learning Experience*, co-author, in Service-ELearning: Educating for Citizenship, Amber Dailey-Heber, ed., Information Age Publishing, 95-105

2006   *Scholarly Surrealism: The Persistence of Mayanness*, co-authored with Peter Hervik. Critique of Anthropology, 26(2): 209-232

2004   *Mayan Visions From Within and Beyond* (Book Review Essay of Maya Apocalypse by Felicitas Goodman, Mayan Visions by June Nash, and Mayan People Within and Beyond Boundaries by Peter Hervik). Social Anthropology/Anthropologie Sociale, 12(2):277-233

2003   *Traversing the Q'eqchi' Imaginary: The Conjecture of Crime in Livingston, Guatemala*, in Crime's Power: Anthropologists and the Ethnography of Crime, edited by Stephanie Kane and Phillip Parnell, Palgrave MacMillan, 33-54

2001   *Respecting Relationships and Día De Guadalupe: Q'eqchi' Mayan Identities* in Livingston, Guatemala, Journal of Latin American Anthropology, 6(1):2-29

Select Professional Speaking Engagements

2018   Invited Panelist, Educating for Global Civic Consciousness and Agency: The Whole World and the Whole Student, Association of American Colleges and Universities Annual Conference, January 25

2016   Invited Speaker, Global Studies. Duke University, October 27

2016   Keynote Presentation, Going Beyond Boundaries with Global Learning Assessment, The 2016
         Assessment Institute, Indianapolis, IN, October 17
2015   Invited Speaker, Why Global Studies?: Research and Teaching that Challenges Binaries and
         Integrates Multiple Scales of Analysis, Purdue University, Lafayette, IN, October 29
2015   Keynote Presentation, Seas of Many Islands: Navigating a New Framework for Global Learning,
         AAC&U Global Learning in College Conference, Fort Lauderdale, FL, October 8
2015   Invited Speaker, Diversity in the Classroom: How International Students and Scholars Contribute
         to Global Learning, Illinois State University, Normal, IL, February 25
2014   Keynote Speaker, A Global Learning Commons: Curriculum Internationalization as an Ocean,
         Sacred Heart University, Fairfield, CT, October 14
2014   Invited Lecture, Global Teaching: Encouraging Students to Transcend Borders and Care about
         the World, Colorado State University, CO, April 25
2014   Keynote Presentation, Curriculum Internationalization and Global Learning, Western Michigan
         University, MI, April 3-4
2013   Keynote Speaker, Global Symposium, The Association of Boarding Schools, Philadelphia, PA,
         March 11
2012   Keynote Speaker, Transcending Boundaries Through Global Learning: Teaching Students to
         Reach In and Out, Thirteenth Annual Midwest Regional Conference on the Scholarship of
         Teaching and Learning, Indiana University South Bend, South Bend, IN, April 20
2009   Keynote Presenter and Workshop Coordinator, Curriculum Internationalization, West Virginia
         University at Parkersburg, August 21
2007   Keynote Presentation, Engaging Culture: Rethinking Intercultural Communication in our Global
         Classroom, Indiana Association of Family and Consumer Science Annual Conference, September
         27

Select Conference Presentations
2018   Internationalization: A Public Responsibility or a Private Good?, Panelist, 2018 Association of
         International Education Administrators (AIEA), Washington DC, February 20
2017   Book Publishing in International Education, Panelist, NAFSA: Association of International
         Educator Annual Conference, Los Angeles, June 1
2016   A Research-based Definition of Global Learning, Panelist, 2016 Association of International
         Education Administrators (AIEA) Annual Conference, Montreal, Canada, February 23
2015   Rethinking the Intersection of Liberal Arts and International Education, Panelist. 2015
         Association of International Education Administrators (AIEA) Annual Conference, Washington,
         DC, February 16
2014   Global Moral Panics Symposium, Moderator, Bloomington, IN, October 10
2014   A Grounded and Global Approach to Global Learning Assessment, Session Leader, Assessment
         Institute, Indianapolis, IN, October 21
2014   Law and the Globalization of Austerity Conference, Session Chair, IU Maurer School of Law,
         Bloomington, IN, September 12
2014   The Language and Area Studies Paradigm: Reconceptualizing Foreign Language, International,
         and Area Studies in a Global Context, Panelist, Internationalization of U.S. Higher Education in
         the 21st Century Conference, College of William and Mary, Williamsburg, VA, April 12

2014   Internationalized Communities of Learning: A Collaborative Approach to Global Campuses and Classrooms, 2014 Association of International Education Administrators (AIEA) Annual Conference, Washington, DC, February 18

2013   A Grounded Approach for Global Studies, Framing the Global Conference, Bloomington, IN, September 26

2013   Opening Remarks, Indiana University's Global Learning and Teaching Institute, AIEA Regional Forum, Indianapolis, IN, March 1

2013   Interdisciplinary Global Scholarship: Pursuing Internationalization That Transcends Boundaries on Campuses and Beyond, Roundtable Moderator, 2013 Association of International Education Administrators (AIEA) Annual Conference, New Orleans, LA, February 20

John Hanson

Department of History, and African Studies Program. School of Global and International Studies
Indiana University, GA 3082, 355 N. Jordan Ave, Bloomington, IN 47405-1105 U.S.A.
Tel: 812-855-5212; Email: jhhanson@indiana.edu

Education

Ph.D., M.A., Michigan State University, 1989, 1982
B.A., Kalamazoo College, 1979

Academic positions

Professor, History, Indiana University, July 2018
Associate Professor, History, Indiana University, 1998-2018
Adjunct Associate Professor, Near Eastern Languages and Cultures, 2001-present
Assistant Professor, History, Indiana University, 1991-98
Assistant Professor, History, West Chester University, 1989-91

Administrative appointments, Indiana University

Director, African Studies Program, 1999-2007, 2015-present
Director, Graduate Studies, History, 2014-16
Director, Undergraduate Studies, History Department, 1998-99

Editorial positions

Africa Today, Editor-in-chief, 1999-2007, 2015-present; co-editor, 1998-99, 2007-08
History in Africa, co-editor, 2009- present

Research fellowships and scholarships - recent, selected

Gerda Henkel Foundation, Research Scholarship, 2013-14
National Endowment for the Humanities Fellowship, National Humanities Center, 2009-10
Fulbright-Hays Faculty Research Abroad Fellowship, Ghana and United Kingdom, 2005
Rockefeller Fellowship, Library of Congress, Kluge Center, 2004

Awards - selected

John W. Ryan Award for Distinguished Contributions to International Studies, 2011
Trustee's Teaching Award, College of Arts and Sciences, Indiana University, 2001

Books (peer-reviewed)

The Ahmadiyya in the Gold Coast: Muslim Cosmopolitans in the British Empire (Bloomington:
Indiana University Press, 2017), 287 + xv pages, 14 b&w illus., 7 maps

Migration, Jihad and Muslim Authority in West Africa; the Futanke Colonies in Karta
(Bloomington: Indiana University Press, 1996), 218 + xii pages

Annotated translations (book and online sites)

Ahmadiyya Modernity in Ghana, texts and interviews from Ghana, edited, transcribed, translated, annotated, and introduced by John H. Hanson at *Islam and Modernity: Alternatives in Senegal and Ghana* (http://aodl.org/islamicmodernity/): in preparation for launch in 2019 *Discourses of Muslim Scholars in Colonial Ghana*, Arabic and Hausa documents from the University of Ghana's Institute of African Studies, edited, transcribed, translated, annotated, and introduced by John H. Hanson and Muhammad al-Munir Gibrill at *Pluralism and Adaptation in the Islamic Practice of Senegal and Ghana* (http://aodl.org/islamicpluralism/goldcoast/): active since 2016.

After the Jihad: the Reign of Ahmad al-Kabir in the Western Sudan, Arabic documents edited, translated, annotated, and introduced by John H. Hanson and David Robinson (East Lansing: Michigan State University Press, 1991), 410 + xvi pages (finalist for the 1993 Text and Translation Award of the African Studies Association)

Electronic media

Friday Prayers at Wa, audio-visual materials, texts, interviews; unit in Patrick McNaughton, John Hanson, dele jegede, Ruth Stone, and N. Brian Winchester, Five Windows into Africa (Bloomington: Indiana University Press, 2000): CD-ROM (format no longer accessible)

Essays for Oxford University Press online sites (peer-reviewed)

"Islam in Africa," at *Oxford Bibliographies Online/African Studies*, ed. Thomas Spear (http://www.oxfordbibliographies.com/view/document/obo-9780199846733/obo-9780199846733-0007.xml): active since 2013
"Ahmadiyya in West Africa," at *Oxford Islamic Studies Online*, ed. John Esposito (http://www.oxfordislamicstudies.com/article/opr/t343/e0062): active since 2012

Journal articles, (peer-reviewed) – recent, selected

"Modernity, religion and development in Ghana: the example of the Ahmadiyya Muslim Community," *Ghana Studies*, Vol. 12/13 (2009/10), 55-75
"Jihad and the Ahmadiyya Muslim community: non-violent efforts to promote Islam in the contemporary world,' *Nova Religio*, Vol. 14 (2007), 77-93
"Islam and imperialism: Martin Klein's contributions to the study of Senegambian Muslim communities," *Canadian Journal of African Studies*, Vol. 34 (2000), 532-545
"Islam, migration and the political economy of meaning: fergo Nioro from the Senegal River valley, 1862-1890," *Journal of African History*, Vol. 35 (1994), 37-60.

Chapters in edited volumes - selected

"*Jihad*," in *Wiley-Blackwell Companion to African Religions*, ed. Elias Bongmba (Oxford: Wiley-Blackwell, 2012), 365-376
"*Africa south of the Sahara from the First World War*," in *New Cambridge History of Islam*, Vol. Five, ed. Francis Robinson (Cambridge: Cambridge University Press, 2010), 623-658
"*Fulbe communities in Karta (northwestern Mali): three hundred years of survival and transformation*," in *Pastoralists Under Pressure: Fulbe Societies Confronting Change in*

West Africa, ed. Victor Azarya (Leiden: Brill, 1999), 371-392

"*Islam, ethnicity and Fulbe-Mande relations during the era of jihad,*" in *Peuls et Mandigues: dialectique des constructions identaires, eds*. Mirjam de Bruijn and Han van Dijk (Paris: Karthala, 1997), 85-97

Textbook

Africa, 4th edition, ed. Maria Grosz-Ngaté, John H. Hanson and Patrick O'Meara (Bloomington: Indiana University Press, 2014), 362 + viii pages

Book reviews (provided upon request)

GRANTS - selected

Collaborative Research Program, National Endowment for the Humanities, 2009-13, 2012-16 (IU project director on first, IU co-project director on second); collaboration with Michigan State University faculty and its digital humanities center to create websites with translated texts and interviews regarding Muslim pluralism and modernity in Ghana and Senegal

Compton Peace Fellowships, Compton Foundation, Inc., 2001-04; fellowships for Africans in U.S.-based PhD programs to conduct research in Africa

Title VI National Resource Center and Foreign Language and Area Studies (FLAS) grants, U.S. Department of Education; 1997-2000, 2000-03, 2003-06, 2006-10, 2014-18 (FLAS only); grant writer of 2000-03, 2003-06, 2006-10

TEACHING

Courses (provided upon request)

Advisor, current PhD students

Avenel Rolfsen, interested in the social and cultural history of colonial Senegal

Chair, PhD dissertation research committees (research in progress)

Theresa Dazey, "Cultural Negotiations at the Creation of Jordan: Arabs, Circassians and Empire, 1878-1939." Research supported by fellowships from American Center for Oriental Research, 2012-13, IU- Mellon dissertation research grant, 2013-14, IU College of Arts and Sciences, 2014-15, and Doris G. Quinn Foundation, 2015-16. Defense anticipated in spring 2018.

Khaled Esseissah, "Former slaves becoming Sufi saints and Islamic scholars: the quest for social acceptance through Sufi-inspired music and mosque-construction in colonial and early post-colonial Mauritania," applying for dissertation research fellowships.

M. Muziwandile Hadebe, "History and Memory of the 1906 Bhambada Rebellion." Research supported by several IU dissertation research fellowships. Employed as a researcher in Durban, South Africa. Defense anticipated in spring 2018.

Kyle Liston, "Colonialism Asunder: Being, Belonging and Hybridity in the Italio-Tunisian Communities of Tunis, 1911-1943." Research supported by fellowships from the American

Institute of Maghreb Studies, Fulbright-Hays and NSEP Boren program. Currently a Foreign Service officer in the US State Department. Defense anticipated in spring 2018 (Co-chair with Carl Ipsen).

Chair, PhD dissertations (successfully defended in History)

Frederick Pratt (2013): "Mass Media and the Cultivation of Socio-Cultural Distinction: Cinema, Broadcasting and Ghana's Cognoscenti, 1945-1980." Research supported by a 2010 Fulbright-Hays fellowship. Independent scholar

Ebenezer Ayesu (2011): "Tradition and Change in the History of the Akuapem Chieftaincy (Ghana), c1900-1970." Research supported by Indiana University fellowships. Senior Lecturer (with tenure), Institute of African Studies, University of Ghana at Legon

Jennifer Hart (2011): "Moving the Nation: Citizen, State and Urban Transportation in Ghana." Research supported by a Fulbright-Hays fellowship. Revised PhD dissertation published as Ghana on the Go: African Mobility in the Age of Motor Transportation (Bloomington: Indiana University Press, 2017). Tenured associate professor, Wayne State University

David Goodman (2009): "The End of Domestic Slavery in Fes, Morocco." Research supported by a Fulbright-Hays fellowship. Adjunct lecturer at several institutions in New York City

Donna Patterson (2009): "Expanding Professional Horizons: Female Pharmacists in Twentieth Century Senegal." Research and writing supported by IIE Fulbright, Mellon Foundation and Princeton University fellowships. Revised PhD published as Pharmacy in Senegal: Gender, Healing and Entrepreneurship (Bloomington: Indiana University Press, 2015). Tenured associate professor, Delaware State University

L. Timothy Manarin (2008): "Translating the Word: Early Translations of the Bible into Luganda." Research supported by a Fulbright-Hays fellowship. U.S. Government researcher in Washington, DC

Nathan Plageman (2008): "Emerging Men and Composing Women: Masculinities in Urban Gold Coast/Ghana." Research supported by a Fulbright-Hays fellowship. Revised PhD published as Highlife Saturday Night: Popular Music and Social Change in Urban Ghana (Bloomington: Indiana University Press, 2012). Tenured associate professor, Wake Forest University

Hannington Ochwada (2007): "Negotiating Difference: The Church Missionary Society, Colonial Education and Gender among Abaluyia and Joluo Communities of Kenya, 1900-1960." Fulbright fellowship to the US; research supported by a Compton Peace Fellowship. Lecturer, University of Kansas

Cyprian Adupa (2006): "Beyond the Northern Uganda Conflict: the Historical Tapestry." Fulbright fellowship to the US. Senior Lecturer (with tenure) and Dean, College of Arts and Social Sciences, Kyambogo University (Uganda)

Matthew Carotenuto (2006): "Cultivating Transnational Ethnicity: the Luo Union in East Africa, 1922-1980." Research supported by a Fulbright-Hays fellowship. Tenured associate professor, Saint Lawrence University

Elisabeth McMahon (2005): "Becoming Pemban: Identity, Social Welfare and Community during the Protectorate Period." Research supported by an IIE Fulbright fellowship. Revised PhD published as From Honor to Respectability in Islamic Africa; the End of Slavery in Pemba (New York: Cambridge University Press, 2013). Tenured associate professor, Tulane University

John Akare Aden (2003): "Anvils of Blood, Oaths of Iron: Late Nineteenth Century Mande Power Associations, Forgers, and Resistance in the Era of Jihad." Research supported by an IIE Fulbright fellowship. Director, African and African-American Historical Society Museum, Fort Wayne, Indiana

Kelly Tucker (2002): "A History of Accra's Zongos: Heterogeneity and Social Change." Research supported by an IIE Fulbright fellowship. U.S. State Department, Great Lakes region desk officer

Alaine Hutson (1998): "We Are Many: Women Sufis and Islamic Scholars in Twentieth Century Kano, Nigeria." Research supported by the Social Science Research Council and an IIE Fulbright fellowship. Tenured professor, Huston-Tillotson University

Co-chair, PhD dissertation (successfully defended in Near Eastern Languages & Cultures)
Muhammad al-Munir Gibrill (2015): "A Structural-Functional Analysis of the Poetics of Arabic Qasidah: An Ethnolinguistic Study of Three Qasidahs on Colonial Conquest of Africa by Al-Hajj 'Umar b. Abi Bakr b. 'Uthman Krachi (1858-1934)." Co-chair with Professor Salman Hasan Al-Ani. Independent researcher

Member, PhD dissertations defended at Indiana University (provided upon request)

External examiner, PhD dissertation research committees (provided upon request)

Member, MA theses defended at Indiana University (provided upon request)

Advisor, undergraduate honors theses (provided upon request)

Pedagogical workshops – organized and led (provided upon request)

SERVICE (provided upon request)

Alwiya Omar

Curriculum Vitae
Alwiya S. Omar
African Studies Program
355 North Jordan Avenue
School of Global and International Studies
Bloomington, IN 47405
aomar@indiana.edu

EDUCATION
Ph D, 1992. Linguistics, Indiana University, Bloomington. (Dissertation title: Opening and Closing
     Conversations in Kiswahili: The Performance of Native Speakers and Learners.)
MA, 1985. Linguistics. University of Dar Es Salaam, Tanzania. (Thesis title: The Phonological Analysis
     of Shingazija)
BA, 1978. English Literature and Linguistics, Kuwait University

TEACHING and RESEARCH INTERESTS
- Language Pedagogy and Material Development
- Computer Assisted Language Learning
- Study Abroad Language Programs
- Pragmatics
- Sociolinguistics
- Second Language Acquisition
- Cross-Cultural Pragmatics

TEACHING AND ADMINISTRATION - POSITIONS HELD
- Clinical Professor, 2011 - present
- Clinical Associate Professor, Indiana University African Studies Program/Linguistics Department, 2002- 2011. (Promoted to Clinical Professor in 2011)
- President, National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). 2012 – 2014
- Vice President, National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). 2010 – 2012
- President, African Language Teachers Association (ALTA), 2004 – 2006
- Language Director, Summer Cooperative African Language Institute (SCALI) June 19th to August 12th 2005; June 19th to August 4th, 2006
- Vice President, African Language Teachers Association (ALTA), 2001 – 2004
- Senior Lecturer & African Language Coordinator, African Studies Center & Department of Linguistics, Assistant Director of Tutorials, Penn Language Center, University of Pennsylvania, 1995 – 2002
- Visiting Lecturer in Kiswahili, Department of Comparative Literature, University of Georgia, Athens, Georgia. 1994-1995
- Lecturer, Department of Foreign Languages and Linguistics, University of Dar-Es-salaam, Tanzania, 1993 – 1994

- Lecturer, Department of Linguistics, Indiana University, Bloomington, 1992 - 1993
- Associate Instructor, Department of Linguistics. Indiana University, Bloomington, Indiana. 1987 – 1992

CURRENT DUTIES
- African Language Coordinator, African Studies Program & Department of Linguistics, Indiana University, 2002 to the present: supervising African language instructors, holding bi-annual language workshops, monthly meetings, and observing language classes.
- Teaching advanced Kiswahili classes (3rd and 4th year) and lower levels when needed.
- Teaching Language in Africa course (Undergraduate and Graduate Levels), when needed for the African Language Minor students.

OTHER IMPORTANT ADMINSTRATIVE ACTIVITIES
- Program Director, summer STARTALK Swahili for Indiana High schools, 2010, 2011, 2012, 2013, 2014, 2015, and 2016.
- One of the Lead Instructors for summer STARTALK Swahili teacher development program, University of Wisconsin, Madison, 2009, 2010, 2011, and 2012; and at Indiana University, Bloomington, 2013 and 2014.
- Co-organized the Pragmatic Festival conference, April 19 to 21, 2012. With Kathleen Bardovi-Harlig and Cesar Felix-Brasdefer.
- Team Leader and Site visitor for federally funded STARTALK language Teacher/Student programs since 2009.
- 2009 (Chinese at University of Kansas and Global Village Academy in Denver, Colorado; Swahili at Rochester University, New York)
- 2010 (Turkish at Boston University; Swahili at Rochester University, NY)
- 2011 (Chinese at Hamilton College, NY)
- 2012 (Chinese at Hamilton College, NY and at Brigham Young University
- 2013 (Russian at Concordia Language Village at Bemidji, Minneapolis; Arabic and Chinese at One World Now in Seattle, Washington)
- 2014 (Chinese and Arabic at One World Now, Seattle, Washington)
- 2015 (Chinese at New Century School, Baltimore, Maryland and Hindi at Chinmaya Mission, Chicago, Illinois)
- 2016 and 2017 (Chinese at Bryant University, Rhode Island; Swahili at Ohio University, Athens), and Georgetown University in Washington, DC to observe a teacher program on Understanding ACTFL guidelines in 2017)
- Examiner/Tester for African Languages (Certified ACTFL and ILR Oral Proficiency interview tester for Kiswahili), 2008 –
- Participated at the NALRC Standards workshop, May 2007, University of Wisconsin, Madison.
- Co-organized the 16th Pragmatics and Language Learning Conference, April 14th to 16th, 2005. Indiana University, Bloomington (with Bardovi-Harlig, K and Felix-Brasdefer, C.)
- Organized and chaired the 7th African Language Teachers' Association (ALTA) Conference with the theme 'Integrating Culture in the African Language Classroom.' April 10th to 12th, 2003. Indiana University, Bloomington.

- Member, Language Advisory Committee, African Studies Program, Indiana University, Bloomington, 2002 –
- Organized and chaired the 4th African Language Teachers' Association (ALTA) Conference with the theme 'African Languages: Pedagogical Challenges and Prospects for the 21st Century.' April 13th to 16th, 2000. University of Pennsylvania, Philadelphia
- Member, Language Advisory Committee, University of Pennsylvania, Philadelphia. 1995 – 2002.
- Member of the Language Research and Resource Center (LaRRC) University of Pennsylvania. 1997 – 2002.

GRANTS

- The Language Flagship National Security Education Program Institute of International Education grant to establish an Undergraduate African Language (Swahili) Flagship Center beginning Spring 2011 ($200,0000 annually for 3 years)
- STARTALK Central, University of Maryland grant to teach Swahili language and culture to Indiana High Schools, grant, summer 2010 ($69,020.00), summer 2011, 2012, 2013, 2014, 2015, and 2016 ($79,000.00 per program)
- Podcast Faculty Initiative for African languages. 2008 (Grant: digital recorders)
- SBC Ameritech Grant to expand on web based culture materials for African languages (Twi, Swahili, Hausa, Bambara, and Zulu). 2003. ($14,900.00)
- Teaching and Learning Technologies Center (TLTC) grant to develop web based culture materials for the teaching of African languages (Twi, Swahili, and Hausa). 2002. ($400.00)
- In collaboration with the University of Georgia, United States Department of Education grant to develop web based Kiswahili courses for Elementary, Intermediate, and Advanced Learners. 2000 – 2003.
- Grant from the Consortium for Language Teaching and Learning to develop an on-line pedagogical dictionary for African languages. 2000 – 2001. ($5000.00)
- Grant from the Consortium for Language Teaching and Learning to develop web based materials for Reinforcing Listening Skills. 1999 – 2000. ($2,500.00)
- US Department of Education Fulbright Hays Grant to direct the Intensive Advanced Kiswahili course in Tanzania (Group Project Abroad). 1999 – 2001. ($180,000.00)
- Grant from the University of Pennsylvania's Instructional Computing Development Fund to develop web based reading materials for Kiswahili learners. 1998 – 1999. ($1000.00)
- Grant to participate in Materials/Technology Development workshop for Developing Computer Assisted Language Learning for the Less Commonly Taught Languages. Center for Language Education and Research (CLEAR). Michigan State University,1997 and 1998.

AWARDS

- 2018 NCOLCTL Walton Award Winner for Distinguished Lifetime Service.
- Carnegie African Diaspora Fellowship to spend May 2015 at State University of Zanzibar (SUZA) to teach at their Kiswahili graduate program.
- African Language Teachers Association (ALTA) award for serving for 9 years in the ALTA executive board, April 2010.
- Trustee Teaching Award by the College of Arts and Sciences, Indiana University, April 2006.

PEDAGOGICAL PUBLICATIONS
Books
- Omar, A. S. and Rushubirwa, L. (2008) *Tuwasiliane Kiswahili. Let us communicate in Kiswahili*. A textbook for Advance learners of Kiswahili. NALRC Press: University of Wisconsin, Madison
- *Kiswahili Phrase book*, (1994) (with Ann Scarborough), Language/30. Educational Services Co. Washington, DC
- *Linking Openings to Closings in Kiswahili Conversations*, (1993), Indiana University Publications (Reviewed by Steve Nicolle for the LINGUIST List of June 4th, 1997 (http://linguistlist.org/issues/8/8.831.html)

Edited Volumes
- Editor, *Language Specific Journal of African Language Teachers' Association – Kiswahili* (2011) Volume 1. NALRC Press
- David Dwyer, Alwiya Omar, Deogratias Ngonyani, and Christopher Githiora (eds) (2002). *Journal of African Language Teachers' Association* (JALTA). Volume 4.
- Editor, *Journal of the African Language Teachers' Association* (JALTA), 2005 Volume 7. NALRC Press.

Articles in journals or edited volumes
- Omar, A. S. (2009) 'Kanga Captions: Social and Political Communication with Application to Kiswahili Language Teaching and Learning'. In Moshi, L. & Ojo, A. (Eds.) *Language Pedagogy and Language Use in Africa*, London: Adonis & Abbey Publishers Ltd, Chapter 8, 161 – 175.
- Omar, A. S. (2006) *Kiswahili requests: Performance of native speakers and learners*. In K. Bardovi-Harlig, C. Felix-Brasdefer, A. Omar (Eds.). *Pragmatics and Language Learning*. University of Hawaii Press, 2006, 227-252.
- Lioba Moshi, Alwiya Omar & Vasu Renganathan (2004). *Kiswahili kwa Komputa: On-line Resources for Kiswahili Language Teaching and Learning.* Journal of the African Language Teachers' Association (JALTA), Volume 5, 81 – 93.
- Sandra Sanneh and Alwiya Omar (2002). *Future Directions in African Languages: Diversity and Depth.* Larry Bowman and Kenneth Dautrich, (Eds), *African Issues: Identifying New Directions in African Studies.* African Studies Association Press.
- Reviewed Sharifa Zawawi (1999). *Fast Track Swahili.* Audio-Forum. Cuildford, Connecticut. *The Modern Language Journal.* Volume 85, Number 2, Summer 2001. 341-342.
- *Closing Kiswahili Conversations: The Performance of Native and Non-Native Speakers.*' (1993) Bouton, L. & Kachru, Y. (Eds), Pragmatics and Language Learning. Monograph 4. Champaign-Urbana: University of Illinois. 104-125.
- *Conversational Openings in Kiswahili: A Description of the Performance of Native and Non-Native Speakers*', 1992, Bouton, L. & Kachru, Y. (Eds), Pragmatics and Language Learning. Monograph 3. Champaign-Urbana: University of Illinois. 20-32.
- *How Learners Greet in Kiswahili*, (1991), Bouton, L. & Kachru, Y. (Eds), Pragmatics and Language Learning. Monograph 2. Champaign-Urbana: University of Illinois. 59-73.

OTHER PUBLICATIONS
- *Out of Zanzibar with Alwiya Omar*, (2010), Video produced by Muslimvoices.org (http://muslimvoices.mirocommunity.org/)
- *My Mother, My Role Model*, (2010), poem published in Women with Wings, an Anthology of Women Writing For (a) Change edited by Amy Cornell and Lauren Bryant. Bloomington, IN, Pen and Publish, Inc. 4 – 5.
- *A Zanzibari Woman's Realization of Her Mother's Dream*, (1994) Bysdzienski, J. & Resnik, E. (Eds). Women and Cross Cultural Transitions. Bloomington: Alpha Delta Phi Publications. 45 -51.

WEB BASED PEDAGOGICAL PUBLICATIONS
- Kiswahili Folktales, web based multi-media exercises (https://www.indiana.edu/~afrifolk/swa_folk/index.html).
- African Language Folktales and Songs, web based multi-media resources for Akan, Bamana, Kiswahili, Wolof, and Zulu, Project Director (https://www.indiana.edu/~afrifolk/)
- African Languages and Cultures at IUB project director: Multi-media Materials to reinforce Reading Using Culture Texts for Bambara, Hausa, Kiswahili, Twi, and Zulu in collaboration with Indiana University African Language Associate instructors. http://www.indiana.edu/~afritalk/. (username and password: afritalk), 2003
- Listening Exercises at IUB project director: Listening exercises for Bambara, Kiswahili, Akan/Twi, and IsiZulu. Materials developed by Indiana University African Language Instructors. http://www.indiana.edu/~afrilang/resources.html (username and password: afritalk), 2004
- KIKO: Kiswahili Kwa Komputa - On-line Resources for Kiswahili Language Teaching and Learning. In Collaboration with Lioba Moshi of the University of Georgia, director of the grant from the Department of Education, and Vasu Renganathan, University of Pennsylvania, computer consultant for the project. (http://www.africa.uga.edu/Kiswahili/doe), 1994.

PROFESSIONAL PEDAGOGICAL CONSULTANCY
- Advisor for Critical Language Scholarship at American Councils for International Education
- National Foreign Language Resource Center (NFLC), University of Maryland as Team Leader/Site Visitor to evaluate STARTALK summer programs nationally.
- Center for Applied Linguistics (CAL), Washington D.C.
- American Council on the Teaching of Foreign Languages (ACTFL) and Language Testing International (LTI)
- National African Language Resource Center, (NALRC) University of Wisconsin, Madison
- IU School of Education Global Gateways Spring Workshop as host institution consultant

PROFESSIONAL PRESENTATIONS (since 2002)
- STARTALK Journey: Student motivation to continue with advance language learning. Paper presented at the NCOLCTL/ALTA conference, Philadelphia, PA, April 2018.
- Achieving Desired Proficiency Goals: Examples from a STARTALK Swahili program. Paper presented at the NCOLCTL/ALTA conference, Chicago, IL, April 2017.

- Pet Peeves Roundtable for Language Instructors, Center for Language Excellence, Indiana University, Bloomington, October 27, 2016 (with Jeff Holdeman, Esther Ham, Kelly Sax, Yea-Fen Chen).
- From Novice to Superior: Learners Achievements through the Flagship Curriculum Model. Paper presented at the annual African Language Teachers Association, Washington, DC, April 2015 (with Deo Tungaraza).
- Community Involvement with a focus on STELLA Modules of Collaboration with Meg Arenberg. STARTALK Fall meeting, Indianapolis, October 22 to 25, 2014.
- Reinforcing Language Skills through Wikis and Podcasts, Center for Women in Technology (CEWiT), Indiana University, Bloomington, September 2014.
- Introducing Swahili to elementary students. Presentation at Lotus Blossoms World Bazaar, Binford Elementary School, Bloomington, Indiana, March 29, 2014.
- STARTALK Teacher Programs: Trainee Challenges. Session presenter at the STARTALK conference in Orlando, Florida, May 1 to 4, 2013. With Betsy Sandstrom.
- Having Fun with Language Learning through cartoons, songs, and stories. Paper presented at the annual African Language Teachers' Association conference. Chicago, Illinois. April 25 to 28, 2013.
- Affect and Effect: The Turkish and Swahili Flagships. Paper presented at the CIBER conference, Indiana University, Bloomington. With Dr. Kemal Silay.
- Conveying Political and Social Messages: A Study of Cartoons in Kiswahili Media: Newspapers and the Internet. Paper presented at the International Conference on 50 years of Kiswahili, University of Dar es salaam, October 4 to 6, 2012.
- E-Portfolio Language Assessment: Keeping Track of Learner Performance. Paper presented at the annual ALTA conference, University of Wisconsin, Madison, April 26 to 29, 2012.
- Apologizing in Kiswahili: Performance of Native Speakers and Learners. Paper presented at the Pragmatic Festival, Indiana University, April 19 to 21, 2012.
- Empowering IU's Future Global Professionals through Language Study. Workshop co-presented with Dr. Vivian Ling, Indiana University Bloomington, April 9, 2012.
- Collaborative Storytelling Using WIKI. Paper presented at the Annual Conference on the Teaching of Foreign Languages (ACTFL), Denver, Colorado, November 17 to 20, 2011.
- Co-presented at the STARTALK Summer Swahili Teacher Development Program workshop at the University Wisconsin, Madison, July 11 to 29, 2011.
- Learners as collaborators: Use of Songs in language teaching and learning, paper presented at the 15th annual conference of the African Languages Teachers' Association (ALTA), Madison, WI, April 8 to 10, 2011.
- Teaching Grammar Using Songs: Examples from a Kiswahili Class, paper presented at the annual conference of American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA, November 17 to 21, 2010.
- Co-presented at the STARTALK Summer Swahili Teacher Development Program workshop at the University Wisconsin, Madison, July 2010.
- Aiming for Superior Level of Language Proficiency, paper presented at the 14th annual conference of the African Language Teachers Association (ALTA), at the University of Wisconsin, Madison, April 22 to 25, 2010.

- Four Critical LCTL fields: Infrastructure-Building and Development, paper co-presented at a LCTL Outreach/Advocacy panel at the 13th National Council of Organizations of Less Commonly Taught languages (NCOLCTL), University of Wisconsin, Madison, April 22 to 25, 2010.
- Best Practices in Language Teaching and Learning, workshop presented at the University of North Carolina, Charlotte, Department of African Studies and the National Language Resource Center, March 18, 2010.
- Participated in a panel on 'Fields and Fluctuations in the LCTLs: Lessons for the Future' at the Annual ACTFL conference in San Diego, California, November 20 to 22, 2009.
- 'Preparing Teachers to Teach', STARTALK Network for Program Excellence workshop in Chicago, in October 16 to 18, 2009, organized by the National Foreign Language Resource Center, University of Maryland.
- Co-presented at a Swahili teacher development workshop at Zanzibar State University, Zanzibar, Tanzania as part of the American Councils FLAGSHIP program, September 2009.
- Co-presented at the STARTALK Summer Swahili Teacher Development Program workshop at the University Wisconsin, Madison, July 13 to 24, 2009.
- Swahili language and culture, paper presented at the STARTALK 2009 Team Leader and Site Visitor meeting, May 7 to 9, 2009, Arlington, Virginia.
- Wikis, Podcasts, Youtubes, and Facebooks: Examples from Akan, Bamana, Kiswahili, and Zulu. Paper presented with D. Adu-Amankwah, B. S. Dlamini, and A. S. Yaro at the 13th African Language Teachers Association Annual conference, University of Wisconsin, Madison. April 23 to 26, 2009.
- Agree or not to agree in Kiswahili: A cross sectional survey of learners' performance. Paper presented at the 13th African Language Teachers Association Annual conference, University of Wisconsin, Madison. April 23 to 26, 2009.
- Uses of Kanga: the traditional cloth of East Africa, paper presented at a panel for Traditional African Clothing and Sculpture, at the Indiana University World Language Festival, March 7, 2009.
- Teacher Grammar in Context, paper presented at the Foreign Language Teaching Assistant (FLATA) workshop, August 21 – 23, 2008, University of Wisconsin, Madison.
- Africa and the Indian Ocean Trade, paper presented at the African Studies Program 2008 Summer Institute on Teaching about Africa, June 25, 2008.
- Achieving the Goals of Language Instruction by Integrating the 5Cs and the use of IT. Workshop conducted at the pre SCALI workshop at the University of Illinois, Urbana Champaign, June 4 to 6, 2008.
- Using wikis and podcasts: Going global with language teaching and learning. Paper presented at 12 ALTA conference, Madison, Wisconsin, April 24 to 27, 2008 (also presented as a poster session).
- Kiswahili noun class agreement system: A cross-sectional survey of learners' performance. Paper presented at ACAL conference, University of Georgia. March 2008.
- The 'wiki' software and collaborative language learning in a Kiswahili class. Paper presented at the ACTFL conference, November 2007, San Antonia Texas.

- Women in Islam. Invited talk given at a course on 'Black women in the African Diaspora' taught by Professor Audrey McCluskey, Indiana University, Bloomington, Fall 2007 & Fall 2008.
- Applying National Standards: Examples from and advanced Kiswahili class. Paper presented at the NCOLCTL conference, April 2007, University of Wisconsin, Madison.
- Collaborative learning using 'wiki' software. Paper presented at the 11th ALTA conference, March 2007, University of Florida.
- Doing Politics through props and costumes: The case of Kanga in East Africa. Talk given at a course on 'Language in contemporary African Politics and Jurisprudence' taught by Professor Samuel Obeng, Indiana University, Bloomington, Spring 2007.
- Resources for reinforcing listening and speaking skills for more advanced language learners: Examples from Kiswahili. Paper presented at the National Council on the Teaching of Less Commonly Taught Languages (NCOLCTL), April 27 to 28, 2006, University of Wisconsin, Madison.
- Kiswahili apologies: Performance of native speakers and learners. Paper presented at the 10th African Language Teachers' Association Conference. March 23 to 25, 2006, Rutgers University, New Jersey.
- Table exhibit of the web based African Language Culture project for the SBC Fellow Forum. May 11, 2005. IUPUI.
- Kiswahili Requests: Performance of Native Speakers and Learners. Paper presented at the 16th Pragmatics and Language Learning Conference. Indiana University, Bloomington, Indiana. April 16 to 18, 2005.
- Web based culture clusters for the teaching of pragmatics. Workshop presented at the 16th Pragmatics and Language Learning Conference. Indiana University, Bloomington, Indiana. April 16 to 18, 2005.
- 'Matumizi ya Kiswahili na tofauti zilizopo baina ya wazungumzaji. (Kiswahili language use and speaker variability)'. Paper presented as part of a panel on Kiswahili in the Age of Globalization sponsored by Tanzania Studies Association at the African Studies Association Annual Meeting. November 11 to 14, 2004. New Orleans.
- 'Teaching Culture in Context: Web based Resources for Bambara, Hausa, Twi, Kiswahili, and Zulu.' Paper presented at the African Language Research Project. University of Maryland, Eastern Shore. November 4 to 7, 2004; workshop presented at the 16th Pragmatics and Language Learning Conference, April 16 to 18, 2005, Indiana University Bloomington; and poster session at IU/SBC Summer Leadership Forum 2005, May 13, 2005.
- 'Integrating Culture: Multimedia Teaching for African Languages'. Paper presented at the International Society for the Scholarship of Teaching and Learning. October 21 to 23, 2004. Indiana University, Bloomington.
- 'Kiswahili Requests: Regional Variation and Performance of Learners.' Paper presented at the 8th African Language Teachers Association Conference. April 29 to May 1, 2004. University of Wisconsin, Madison.
- 'Don't beg. Just tell me to give you: A Study of Kiswahili Requests.' Paper presented at the Annual Conference in African Linguistics. Harvard University. March 2004.

- 'Integrating Culture in the African Language Classroom.' Talk given at the Faculty Project Showcase organized by Teaching and Learning Technologies Centers (TLTC), Indiana University, Bloomington, May 22, 2003.
- 'Studying Kiswahili in Tanzania: Making Maximum Use of the Target Language Environment.' Paper presented at the 6th Annual National Council of Least Commonly Taught Languages (NCOLCTL), May 2 to May 4, 2003.
- 'The Indian Ocean and Kiswahili Cultural Synthesis.' Talk given at the Indian Ocean Workshop: Cradle of Globalization. NEH 2002 Summer Institute, University of Pennsylvania, July 23, 2002.
- 'Language as a Reflection of Culture: Examining Kiswahili.' Paper presented at the Lotus Academy Fourth Annual Conference on African Centered Education, May 7, 2002. Philadelphia, Pennsylvania.
- 'Kiswahili Kwa Komputa: On-line Resources for Kiswahili Language Teaching and Learning.' With Lioba Moshi and Vasu Renganathan. Paper presented at the conference on Innovation in Language Instruction: Distance Learning for the Less Commonly Taught Languages. February 1 to 3, 2002. Washington, DC. (Versions of this paper were presented at the 5th Annual African Language Teachers' Association (ALTA) conference at the University of Wisconsin, Madison, April 27 to 28, 2001 and at the 6th annual ALTA conference at the University of Ohio, Athens, March 21 to 24, 2002)

SERVICE ACTIVITIES
National
- Vice Chair ACTFL Less Commonly Taught Languages Special Interest Group (LCTL SIG) 2016 -
- NCOLCTL executive board member as immediate past president. 2014 to 2016
- President, National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), 2012 to 2014.
- Vice President, National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), 2010 - 2012
- ALTA executive board as immediate past president. 2006 – 2010.
- President of the African Language Teachers' Association (ALTA). 2004 - 2006
- Vice President of the African Language Teachers' Association (ALTA). 2001 – 2004
- Oral Proficiency Interview tester for non-Indiana University Swahili students - University of North Carolina at Charlotte (May, 2011, May 2010, March 2010), and Davidson College, (May 2009)
- External examiner for Swahili students at University of Denver and University of Boulder, Colorado; University of Alabama and Samford University, Alabama.
- Member of the Language Advisory Committee, University of Pennsylvania, Philadelphia. 1995 – 2002.
- Member of the Language Research and Resource Center (LaRRC) University of Pennsylvania. 1997 – 2002.

International
- Working with State University of Zanzibar (SUZA) to develop their Kiswahili MA and PhD programs; teach, and supervise graduate students' dissertation/thesis research.
- Professional Director, Summer Cooperative African Language Institute (SCALI), Indiana University, Bloomington, 2005 and 2006.
- Editor, Journal of the African Language Teachers' Association (JALTA), 2005 Volume 7. NALRC Press.
- Editorial Board, Issues in Intercultural Communication
- Referee, The Modern Language Journal

Service to Indiana University
- Coordinator of the African Languages Program. 2002- Present
- Member, Dissertation Committees
- Amanda Edmonds (Department of Linguistics and Department of French and Italian), Abdulwahid Mazrui (Department of Linguistics), Megan Hershey (Department of Political Science), Marda Rose (Department of Spanish and Portuguese), Meg Arenberg (Department of Comparative Literature), Beatrice Okelo (Department of Linguistics), Fabienne Diouf (Department of Linguistics), Margaret Mwingira (Department of Linguistics), Justin Wild (School of Education), Taiwo Ehineni (Department of Linguistics)
- Member of the Executive Committee of the African Studies Program. 2002 - Present
- Chair for the African Studies Program Language Advisory Committee, Indiana University, Bloomington. 2002 - Present
- Conducting Oral Proficiency Interviews for pre- and post- FLAS recipients, African Studies Program
- Adviser, Indiana University African Languages and Cultures Club and was advisor for African Students Association.
- Adviser, Individualized Major Program
- Advisory board member, Books and Beyond
- Board member of the National African Language Resource Center
- With Susan Kavaya – Developing IU CIBER Language and Culture modules for Swahili

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
- American Council for the Teachers of Foreign Languages (ACTFL)
- African Language Teachers' Association (ALTA) (served in the board for 9 years as Vice President, President, and advisor)
- African Studies Association (ASA)
- National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) Community
- Volunteer, Shalom Community Center, Bloomington, Indiana
- Member, Women Writing For (a) Change, Bloomington, Indiana
- Co-Producer, Voices from Africa, a program of the WFHB 91.3 Bloomington community radio
- Board Member, Park Ridge East Neighborhood Association (PRENA)

- Board member, Kilimanjaro Education Outreach (KILEO), Bloomington based Non-governmental organization
- Board member, Giving Back to Africa (GBA), Bloomington based, Non-governmental Organization
- Providing Swahili classes at a local Bloomington school
- Participation in the Lotus Blossoms World Bazaar held annually in Bloomington for sharing cultures through languages

Martha Nyikos
2018 African Studies

NYIKOS, MARTHA, Associate Professor of Education, appointed 1987.
Ph.D.   Purdue University, 1987
M.A.   University of Pittsburgh, 1979
 B.A.   Washington and Jefferson College, 1973
 Percentage of Time Dedicated to Area Studies: 10% Area Studies Courses

Taught: Methods of World Language Teaching; Learning Strategies and Styles in Foreign Language Learning; Methods for Teacher Educators: Curriculum and Materials Development; Teaching Culture Through Literature and Media; Advanced Study of Foreign Language Teaching; Teaching Language to Pre-K-6 Children in Dual Language Immersion (DLI) Programs; Bilingualism, Multilingualism and Identity.

Number of Dissertations Supervised, 2014-2018: 12

Distinctions: Editorial Board, Modern Language Journal, 12 years; International Programs Committee Chair three 2 year terms; Senator Paul Simon Group Award for Leadership in the promotion of language learning and international understanding (2014)

Languages: Hungarian 4 fluent; German 4 fluent; French 2

Overseas Experience: Senegal; Mali; Cameroon; Oman and Azerbaijan

Research and Teaching:
Specialization: Heritage language maintenance and loss; Cognitive and socialization factors in language learning strategies of foreign language students; collaboration, constructivist approaches and resistance factors in teacher development; foreign language vocabulary learning.

Recent Publications in progress:
- Nyikos, M. *Pre-service Teacher Training: Transformations and Issues*. In: Leaver, B. L. & Davidson, D.E. (eds.) A Transformative Philosophy of Foreign Language
  - Education: Theory, Praxis, and Programs. Cambridge University Press. (in progress)
- Leaver, B.L., Nyikos, M. & Oxford, R. *Cognitive Distortions, Reframing, Cognitive Styles, Individual Variables, and Language Learning*. In: Leaver, B. L. & Davidson,
  - D.E. (eds.) A Transformative Philosophy of Foreign Language Education: Theory, Praxis, and Programs. Cambridge University Press. (in progress)
- Newman, K. & Nyikos, M. *Self-assessment of Linguistic Ability and Strategy Use by Minority Speakers of Mandarin in China*. (Submitted June 2017) to the NCOLCTL Journal of Less Commonly Taught Languages.
- Chamot, A., Harris, V., Griffiths, C., Gunning, P., Nyikos, M., Rubin, J. & Tutünis, B. (forthcoming in April 2018). *Teacher education for language learning strategy instruction:*

Involving teachers in participatory research. Anna Uhl Chamot & Veronica Harris (Eds.), Bristol: Multilingual Matters.

- Nyikos, M., Dimitrieska,V., Hendriyanti, R. *Reexamining Teacher Reflection: Lessons from Site¬Responsive Collaborative Teaching*. In progress
- Nyikos, M. *A critical investigation of guided teacher reflection with novice and experienced language teachers to foster high-leverage teaching*. In progress
- Nyikos, M. & Dimitrieska, V. (2015). *A model for community-based language*

AWARDS AND GRANTS RECEIVED
- REEI Mellon Research and Conference Travel Grant, October, 2017
- Longview grant - Faculty Global and International Education – recipient 2017
- Reapplication: New Frontiers in Arts and Humanities Grant:2016-17; renewal award for 2018
- Reapplication: Proffitt Grant: Renewal granted for 2018
- Proffitt Grant: The Maris M. Proffitt and Mary Higgins Proffitt Grant, "Examining
- Early Dual Language Teaching and Learning: The Impact of Teaching to Learn (TTL) Approach to Enhancing DLI Pedagogy." June 2016-August 2017 ($19,000)
- New Frontiers in Arts and Humanities Grant for innovative scholarship and creative
- activity: "Saturday Exploration of Language through the Arts (SELA)" Educational Research category. March 2016-July 2017 ($44,000)
- Office of the Vice President of International Affairs: OVPIA Travel Grant ($800), July 2015.
- Mellon International Faculty Travel Grant REEI Russian and East European Travel Grant ($850) June, 2015
- National Security Agency STARTALK 2015 Bridges 4 Children through Languages
- & Community Advocacy ($89,000)
- 2014 Senator Paul Simon Award for Leadership in the promotion of language learning and
- international understanding for CGC's work in fostering the Bridges: Children,
- Language, World Project. Central States Conference on the Teaching of Foreign
- Languages (CSCFLT), March 21, 2014
- STARTALK Grant (PI) $100,000. National Security Agency via University of Maryland
  o STARTALK Grant# H98230-13-1-0046, Awarded April 12, 2013

Esther Ham

Curriculum vitae
Esther Ham

Address   5780 Murat Road 47408 Bloomington
w: (812) 855 7173
h: (812) 650 0440

2017

January-May: Was part of the international advisory board (case study committee) of the IVN (Internationale Vereniging van Neerlandistiek) to setup surveys for everybody in the world connected to Dutch studies; then helped set up a report which was presented to the Ministry of Education of the Netherlands about the future of Dutch studies in the world (€400)

January-May: Was the BTAA coordinator for IU

April: Applied for and was awarded a (campus wide) course development grant of the Hutton Honors College ($5,000): it will be the first completely abroad HHC course: Wartime in the   Netherlands; first time it will be offered: summer 2018

September 11:   Was asked by the Dean to represent IU at the Shared LCTL Symposium of all BTAA universities, in Chicago; two main collaborations of universities about LCTLs were discussed

February-April: presented/lead two workshops for CLE: Video use in an (online) language class and Online foreign language

May 8-12:   Was one of the three leaders of the Professional Development Workshop for Instructors of World Languages

May-June: Was the workshop leader for the Summer Online Language Course Development

October 27-29: (in NYC). Applied for and received a grant from the Dutch Language Union (€4,000, for lodging and travel for all participants) to organize a teacher's workshop for all instructors of Dutch and Dutch culture in the USA and Canada. Also, presented a paper about the use of rubrics.

October-Dec.:   Was part of the search committee of Center for Innovative Teaching and Learning for a new Instructional Technology Consultant

November 10:   Went to (day) conference of Indiana University Office of Online Education in Indianapolis as being part of the online committee of Germanic Studies

Education

1990 – 1994   Drs. French language and literature, Universiteit Utrecht (University Utrecht)

1990   Certified Trainings program for teachers Dutch as a second and foreign language (James Boswell Instituut, University Utrecht); certified

1976 – 1983   Dr. Musicology, Rijksuniversiteit Utrecht (State University Utrecht), minor in Dutch literature and linguistics

Work experience

2016-now   Member of the Advisory Board of European Studies

2016-now	President of the (international) American Association of Netherlandic Studies

2014-2017	Director of Online Language Education of the Center for Language Excellence
2008-now	Cross-cultural trainer for Cartus Global Performance Solutions

2004-now	Indiana University: senior lecturer and director of the Dutch Program of Germanic Studies/ (West) European Studies

Certified to administer the official recognized, international exam of Dutch as a Foreign language.

Consultant for language and culture of Routledge (Publisher) Consultant for language and culture of Coutinho (Publisher) Consultant for language and culture of Sesame Street

Served on the CITL Active Learning Grant review committee (2013).

Teacher of the Didactics of learning a Second Language (for German, French and Italian Associate Instructors and Instructors of Less Commonly Taught Languages at Indiana University) since 2003

2001-2010	Member of the Executive Committee of West European Studies Member of the FLAS Committee of West European Studies

2004-2008	Treasurer of the international American Association of Netherlandic Studies

2001-2004	Indiana University, lecturer and director of the Dutch Program 1996 – 2001 Certified examiner of the state exams Dutch as Second Language
1996 – 2001	University Utrecht, Director Dutch Studies of the James Boswell Institute

1996 - 2001	Director of didactics courses for teachers of Dutch abroad on request of the Dutch Language Union

1985 – 2001	University Utrecht, teacher Dutch as second and as foreign language at the James Boswell Institute

Awards and Certifications

2014	Trustees' Teaching award for outstanding teaching
2012	Summer Instructional Development Fellowship ($ 8,000)
2001-2012	Yearly grants for teaching Dutch abroad (Dutch Language Union) ($ 2.500 per year)
2008	Certified to administer the Dutch certificates of the Dutch Language Union (certificates officially allow students to study in Dutch at Dutch and Flemish universities, or teach Dutch as a foreign language)
2006	Trustees' Teaching award for outstanding teaching
2006	Curriculum Development Grant of West European Studies ($ 4,000)
1994	Certified examiner of the Dutch State Exam of Dutch as a second language 1990 Certified trainer of Didactics for Language Teachers

Professional affiliations and membership
The American Association of Netherlandic Studies (AANS) The Internationale Vereniging van Neerlandistiek (IVN) ACTFL

Conferences (since 2002)
- Attended the bi-annual conference of the American Association for Netherlandic Studies, the teachers workshop, and presented the following paper:
- 2002 (Ann Arbor): Misperceptions of Dutch culture in the USA 2004 (Minneapolis): The films of Alex van Warmerdam
- 2006 (Albany): Dutch origins in American English.
- 2010 (Los Angeles): Formal and informal use of language.
- 2012 (Grand Rapids): How to keep your head above water when wading through idiom 2014 (Boston): How to flip your foreign language class
- 2015 (Washington DC), invited to lead a workshop online teaching for the National Council for Less Commonly Languages
- 2015 (Bloomington), invited to lead one week workshop online teaching for the National African Languages Resource Center
- 2016 (Ann Arbor): Crime series as a reflection of Dutch culture
- Attended the conference of the IVN, and presented the following paper: 2003 (Groningen) Praktische problemen bij het lesgeven in het buitenland. 2010 (Utrecht) Nederlandse cultuur in Amerika
- 2013 (Leiden) Retorische vragen in NVT onderwijs

Academic Interests
Second Language Acquisition & Pragmatics eInstruction: Computer based language instruction Culture and literature in context
Second World War in film and literature

Languages
Dutch: native speaker
English, French, German: near fluent Afrikaans, Frisian, Yiddish: good
Swedish, Norwegian: reading skills reasonably

Publications
- W. Shetter and E. Ham, *Dutch An Essential Grammar*, Routledge, revised 10th edition, published in 2016
- Abdolah, K., *How Europe is changing*, contributor, University of California, Berkeley Dutch Studies Program, 2012
- W. Shetter and E. Ham, *Dutch An Essential Grammar*, Routledge, revised 9th edition, 2007
- Ham E. e.a., Help 1: *Kunt u mij helpen?,* NCB, Utrecht, completely revised edition, 2007 (Basic language method, used worldwide, from the Netherlands, Indonesia to South-Africa)

- Ham E. e.a., Help 2: *Kunt u mij even helpen?,* NCB, Utrecht, 2001 (Basic language method part 2, used worldwide, from the Netherlands, Indonesia to South-Africa)
- Ham E., *Sport en bewegen in Nederland, een introductie voor nieuwkomers*, NCB en Nederlands Olympisch Comité & Nederlandse Sportfederatie, Utrecht, 1999 (Book written for immigrants in the Netherlands)
- Kok-Escalle M., e.a. *Préparation des étudiants Francais a un séjour d'etudes supérieures aux Pays-Bas: Langue, culture, pratiques universitaires néerlandaises*, 1998
- (Syllabus written for future exchange students from France, to prepare them for the differences in approach on universities in France and the Netherlands, cultural differences and some basic Dutch)
- Bos B, Ham E., Herfs P, *Mentorproject Antilliaanse en Arubaanse studenten Universiteit Utrecht*, 1998 (Publication about a project for Antillean and Arabian students at Utrecht University)
- Ham E., *The Netherlands, a different approach*, internal publication, 1997
- Ham E., *Nederland(s) in contrast, internal publication*, 1996 (Syllabus for Dutch language professors of South-Africa to emphasize the differences between Afrikaans and Dutch, as well as typical Dutch culture)
- co-author in the Media project, 1994-1996 (Project with the University of Antwerp, bi-weekly video material with exercises for teachers of Dutch outside the Netherlands and Belgium)
- Ham E., *Cineac, cursusmateriaal voor vergevorderde cursisten Nederlands*, internal publication, 1994/1995 (Syllabus written for very advanced students of Dutch)
- Pescher-ter Meer A. e.a., *Van binnenuit en van buitenaf*, 1994 (Didactical manual for students of Dutch as a foreign language, based on analyses of texts written by Hungarian, Polish and Czech students)

POSITION DESCRIPTIONS FOR PROPOSED PERSONNEL FOR THE PROJECT

There are two positions that are presently vacant that are necessary to carry out the proposed project.

1. Associate Director

2. Graduate Student Assistant

Associate Director

Position Title:	Associate Director
Position Type:	Administrative/Professional
Department Name:	NALRC
Division Name:	School of Global and International Studies
Salary Level:	2AD; $34,000 – $63,000
Justification of Need:	This role will provide the essential operational oversight in collaboration with the NALRC Center Director to meet all programmatic objectives and ensure successful business/communication transactions.

Job Summary:
This position will manage the daily operations of the National African Language Resource Center (NALRC) in compliance with IU policies and procedures; works in collaboration with the Center Director to establish and implement strategic center operational and programmatic initiatives; establishes, interprets, and modifies management policies and procedures within the unit.

Owing to the Center's budgetary dependence on external funding, a primary responsibility is to work with the School of Global and International Studies (SGIS) Grants Development Specialist to identify opportunities for the development of intramural and extramural funding streams, secure external funding opportunities, complete the grant process from proposal development to implementation, and manage grant activities, compliance and reporting. The Associate Director exercises discretion and independent judgment with respect to many aspects of the unit's receipt of external funding from the US Department of Education Title VI Language Resource Center, as well as external funding from other agencies. He/she will work with the SGIS Director of Finance to develop plans for optimal use of all NALRC budgets, oversee the NALRC business and financial processes; monitor accounts and budget tracking processes.

The Associate Director also coordinates all outreach programming for the Center; Serves as primary supervisor of office support staff, graduate assistants, seasonal hires, and the Yoruba Foreign Language Teaching Assistant (FLTA). Additional responsibilities include overseeing the Center's strategic communications, including web and social media activity, as well as fundraising activities; managing the development and publications of all NALRC instructional materials (textbooks and online), journals, and newsletters; organizing all NALRC workshops and conferences, including the annual summer professional development workshop for Less Commonly Taught Language (LCTL) instructors, and any other workshops or conferences organized or co-organized by the NALRC.

Required Qualifications:
Master's degree and two years of experience in academic or educational administration.

Possess a valid driver's license with the ability to be insured by Indiana University.

Working knowledge of Microsoft Office suite. Excellent verbal/written communication skills, including the ability to communicate with diverse communities. Effective organizational, management, group facilitation and presentation skills. Knowledge of program design and evaluation strategies. Ability to effectively collaborate with and assist international scholars, students, and administrative counterparts. Ability to prioritize and work independently on multiple projects with demanding timelines. Strong management, leadership, and presentation skills.

Preferred Qualifications:
Doctorate, or equivalent in Humanities, Second or Foreign Language Education strongly; Interest in African or Lesser Commonly Taught Languages.

Graduate Student Assistant

Position Title: Graduate Student Assistant

Position Type: Graduate Assistant (.50 FTE 20 hrs/wk)

Department Name: NALRC

Division Name: School of Global and International Studies

Salary Level: $15,750 per academic year

Justification of Need: This role will work closely with the NALRC Center Director to assist with the development of the National Coordination Projects, edit of the NALRC bulletins, and organize the professional development workshops/conferences.

Job Summary:
The Graduate Student Assistant will work closely with the Executive Director. Duties include assisting in the development of all the African Language Brochures projects, updating the Online African Language Map Project, and updating the African Language Inventory Project. Assist in the editing of ULIMI- the annual bulletin of the NALRC, and e-ULIMI- the quarterly online news and updates of the NALRC. Assist with the organization of all of the professional development workshops and conferences that the Center will embark on.

Position may also require managing record-keeping and database compilation relating to NALRC affiliates; participation in management of grant contracts; assistance with construction of money expenditure reports; management and archival of materials from programming including colloquia, panels, tabling events, conferences, and seminars; outreach programming planning and implementation; assistance in grant report compilations; oversees scheduling and execution of NALRC events focusing on logistical arrangements, biographical compilations, and event publicity organization; assists in administration of some graduate student recruitment.

Required Qualifications:
Bachelor's degree in language learning related field
Possess a valid driver's license with the ability to be insured by Indiana University.

Excellent interpersonal and communication skills, written and verbal, including exceptional public relations skills and ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment; and proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel.

Preferred Qualifications:
Facility in the African languages and knowledge of African areas studies; knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); experience in website management and social media outreach; history using the Adobe Suite or other similar software in the design of promotional materials.

Interest in language learning, and/or the languages and cultures of Africa.

APPENDIX C

INDIANA UNIVERSITY
SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES

National African Language Resource Center

LIST OF LETTERS OF SUPPORT, VOICES FROM THE FIELD AND NAMES OF THE BENEFICIARIES OF NALRC PROGRAMS & MATERIALS

C1.   Lists of Support Letters

Faculty
1. Dr. Lee Feinstein – Indiana University
2. Dr. Alwiya Omar – Indiana University
3. Dr. Esther Lisanza – University of North Carolina Chapel Hill
4. Dr. Fallou Ngom – Boston University
5. Dr. Leonard Muaka – Howard University
6. Dr. Richard Brecht – University of Maryland
7. Dr. Jennifer Eddy – Queens College CUNY
8. Dr. Bayo Ornolola – Howard University
9. Dr. Danko Sipka – Arizona State University
10. Dr. David P. Ellis – University of Maryland
11. Dr. Samuel Obeng – Indiana University
12. Dr. Audrey N Mbeje – University of Pennsylvania
13. Dr. John Hanson – Indiana University
14. Dr. Martha Nyikos – Indiana University
15. Dr. Charles Bwenge – University of Florida
16. Dr. Zoliswa O. Mali – Boston University

Non-Government Organizations, Heritage Learner Programs
1. Lande Sanusi – Culture for African Kids Everywhere (CAKE) Village Chicago
2. Dr. Waffa Hassan – Global Educational Excellence

Graduate Students
1. Magdalyne Oguti Akiding – Ohio University
2. Joshua Okyere - Ohio University
3. Mercy Namikoye Osuka – University of North Carolina, Chapel Hill
4. Brenda Aromu Wawire – Florida State University
5. Musa Dampha – Ohio University
6. Mustapha Hashim Kurfi – Boston University
7. Susan Kavaya – Indiana University
8. William Kesse Bimpong – Ohio University

NALRC Beneficiaries
9. 2018 Training of Trainers Fellows
10. 2018 Summer Institute Workshop Fellows

C2.   Voices from the Field / What past NALRC Program Participants said

C3.   List of Participants that have benefitted from National African Language Resource Center (NALRC) activities.

C4.   Institutions/Center where NALRC Materials are used Nationwide (Distribution)

C5.   Publications and Multimedia Learning Resources

APPENDIX C1: Lists of Support Letters

**SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES**

INDIANA UNIVERSITY

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Peer Reviewer,

It is my pleasure as dean of Indiana University's School of Global and International Studies
(SGIS) to write in strong support of the National African Language Resource Center (NALRC)
Title VI grant proposal. Indiana University (IU) has a century-long history of dedication to the
study of the world, which culminated in the establishment of the SGIS in 2012. At the core of the
new School's global commitment are our area studies and advanced language training programs,
which together create a strong foundation for developing global professionals with skills in
language, critical analysis, cultural and political knowledge, foreign policy acumen, and global
fluency. SGIS is committed to all of our Title VI centers, and we are especially proud that our
centers can leverage our new shared services unit which provides grant support, FLAS
management, travel processing, events coordination, and other administrative services. Our
strong administrative capacity and our long-standing commitment to area and global studies and
critical language instruction will allow the NALRC to implement and administer the many
superior programs and activities it currently proposes.

In this proposed funding cycle, the NALRC will focus on the implementation of three pivotal
projects. The first is professional development workshops for instructors of less commonly
taught languages, especially African languages. The NALRC will organize two annual summer
two-week professional development workshops for LCTL instructors that will cover the
following topics: a) implementing a standards-based and thematically organized curriculum; b)
facilitating a learner-centered classroom; c) integrating culture, content, and language in a world
language classroom; d) adapting and using age-appropriate authentic materials; and e)
conducting performance-based assessment. These workshops will serve as both pre- and in-
service professional development opportunities for African Language instructors in particular but
LCTL instructors in general.
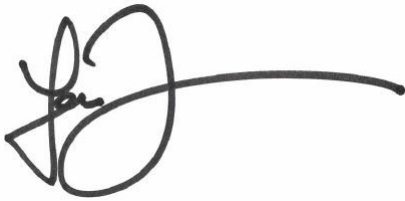
The second important initiative is the development of online courses for major African
languages. There are many American students nationwide that do not have access to learning
many African languages. As a result, the NALRC will embark on developing online language

courses for some African languages that are in great demand for online course accessibility. The goal of this project is to provide opportunities for many Americans to have access to quality language instruction using current online technologies. The plan is to make these courses available especially for Minority Serving Institutions that otherwise do not have the opportunity to provide African language instructions for their students. These materials will be made   available free of charge for students who would like to learn the languages online. Prior to   developing these online language courses, the NALRC will organize a summer workshop to train   instructors of these languages how to develop online language courses.

Additionally, for the past 18 years, the NALRC has been a major center for the development of textual materials for learning different African languages. Using the Backward Curriculum Design approach, the NALRC will continue to develop new materials for different African languages that align with new approaches to learning world languages.

NALRC will involve different African language instructors nationwide to participate in the development of all the above projects to reflect its national status and mission. Indiana University and the School of Global and International Studies unequivocally supports these initiatives and the overall contribution that the National African Language Resource Center makes in the state of Indiana, the nation, and the greater world critical language instruction.

Sincerely,

Lee Feinstein, Dean
School of Global and International Studies
Indiana University, Bloomington

AFRICANSTUDIESPROGRAM
INDIANA UNIVERSITY
School of Global and International Studies

July 21, 2017

Dear Committee Members

Re: Support for National African Language Resource Center

I am writing this letter in strong support of the National African Language Resource Center (NALRC)'s application the 2018-2022 grant cycle. NALRC, based at Indiana University, Bloomington is under the directorship of Professor Antonia Schleicher. Professor Schleicher works collaboratively with different programs, institutions, and agencies locally, nationally, and internationally in the field of language pedagogy.

NALRC's goal is to provide resources and training to reinforce best practices in language teaching and learning. In order to achieve this goal, NALRC's plan is to:

"establish and maintain networks among African language teachers, professional language teacher associations, and other foreign language centers, coordinate African language teaching and learning resources available in the United States, disseminate information and materials on the teaching and learning of African languages, and evaluate and promote African language instructional programs". (http://www.nalrc.indiana.edu)

Since moving to Indiana University (IU) in 2012 from University of Wisconsin, Madison, NALRC has continued and added different pedagogical activities. NALRC continues to build leaders of Less Commonly Taught Languages (LCTLs) through its workshops and other leadership activities that it conducts for LCTL instructors nationwide. Activities in the 2014-2017 cycle include:

- A two-week institute that provides intensive instruction on best practices in language teaching and learning that include how to teach the four language skills of reading, writing, listening, and speaking as well as lesson planning, course management, and assessment. Participants in these institutes come from different universities in the Unites States and from several countries in Africa focusing on different languages like Akan/Twi, Amharic, Arabic, Bamankan, Hausa, Ibibio, Igbo, Swahili Wolof and Yoruba. Upon successful completion, institute participants receive a Second Language Acquisition Certificate

- A two-week leadership workshop for language instructors and coordinators focusing on quality instruction, leadership, curriculum development, and assessment.

- Organizing the African Language Teachers Association (ALTA) and NCOLCTL annual conferences that bring together instructors of African languages and of less commonly taught languages to share their experiences through presentations and workshops and to promote collaboration in research. The following are some of the workshop topics:
- "What do employers want? Finding the sweet spot for language and culture providers"; Using case Vignettes and dialogues in teaching cross-cultural business communication" (2017)
- "Motivating, engaging and assessing Students in an online class"; "Using Scola Authentic Videos for Teaching Foreign Language at Any Level of Language Instruction" (2016)
- "Self- Efficacy for LCTL Teachers."; "Building an Online Language Program 101" 2015
- "Hands-on Training on Using Web 2.0 to Teach Language as Culture" (2014)

- Workshops on developing Standards for African languages based on the National Foreign Language Standards and on Assessment.

- Publication of several grammars and text books that use the communicative approach. Authors of these textbooks spend some time at the NALRC during the writing process
- Publication of brochures for the promotion of different African languages

- Editing and publishing the Journal of African Language Teachers Association (JALTA) and Journal of National Council on the Teaching of Less Commonly Taught Languages (JNCOLCTL)

- Language assessment workshops that encourage language instructors to pursue certification through American Council for the Teaching of Foreign Languages (ACTFL)

- NALRC in collaboration with IU Consortium for Business Language Research (CIBER) has developed curriculum templates for teaching foreign languages in general at the elementary and intermediate levels.
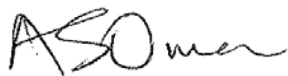
  NALRC has a great impact in the field of language teaching and learning. African language instructors benefit highly from these professional development workshops and other activities. They become more empowered and the knowledge they achieve enables them take their students to higher levels of language proficiency.

  I strongly recommend NALRC to receive the financial support that it needs in order to continue with its activities that are very important in the field of language teaching learning quality African language instruction.

  If you have any questions please do not hesitate to contact me at 812 855 3323 or at

aomar@indiana.edu.

Sincerely,

Alwiya S. Omar, PhD
Clinical Professor and African Languages Coordinator
African Studies Program, School of Global and International Studies 355 North Jordan Avenue
Email: aomar@indiana.edu; Telephone: 812 855 3323

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF AFRICAN, AFRICAN AMERICAN,
AND DIASPORA STUDIES

BATTLE HALL   T 919.966.5496
CAMPUS BOX 3395   F 919.962.2694
CHAPEL HILL, NC 27599-3395   aaad.unc.edu

July 13, 2017

To Whom It May Concern:

I am very pleased to write this letter in support of the National African Language Resource Center (NALRC) Title VI application proposal. The positive impact of NALRC on the teaching and learning of African languages in the USA is significant. This impact is illustrated by NALRC's activities and services which include publication of materials for use by African language instructors and students; organization of intensive summer training institutes for African language scholars and instructors; research in African language pedagogy; engagement in activities designed to encourage creation of new African language study programs and strengthening the existing ones; and development and evaluation of curriculum, among others.

As mentioned above, NALRC offers superb training for African language professionals. As one of the trainers of NALRC Summer Institute since 2015, I have observed how this training transforms African language instructors from Novice teachers on day one of the training to Advanced teachers of language within two weeks. In 2004, my own situation was not different from that of the aforementioned novice instructors. I came to the US as a trained language instructor in Kenya, but as soon as I stepped in the US language classroom to teach Swahili, I realized that the US language classroom was very different from the Kenyan classrooms I was familiar with. I was very frustrated because I realized I was not effective in my teaching. I felt the need to get acquainted with the US system of education. However, I did not know how. I shared my frustrations with my language program director at the University of Illinois at Urbana-Champaign who strongly recommended that I attend NALRC's two-week summer institute training for African language scholars and instructors which was then held at the University of Wisconsin-Madison. As a graduate Teaching Assistant, NALRC trained me and covered all the expenses. Since my training in 2005 my Swahili teaching has never been the same. This is because the training equipped me with the right skills for being an effective Swahili language teacher.

Among other things, the training taught me how to apply learner centered teaching approaches, how to assess my students' proficiency levels, and how to use communicative approach in my language teaching.

Additionally, in 2011 I attended Swahili STARTALK training which refurnished my Swahili teaching skills. The timing for this training could not have been better because it coincided with my appointment as a Swahili lecturer at the University of North Carolina at Chapel Hill. I was ready to tackle my new responsibility of teaching Swahili language courses not as a Teaching Assistant, but as a faculty. As a Teaching Assistant I did not know how numbers were important at the university.

Faculty

This was something I was made aware of during my first department meeting. I was made aware that my position at the university depended on students' enrollments.

However, I was not intimidated by this information because I knew I had what it takes to maintain high numbers in my Swahili classes - effective teaching strategies which were made possible by NALRC's effort. As a matter of fact, since joining the Department of African, African American, and Diaspora Studies at the University of North Carolina at Chapel Hill in 2011, our Swahili enrollments have been stable. I associate this stability with my effective teaching strategies and coordination of African Language Program which could not have been possible without the support of NALRC under the able leadership of Professor Schleicher.

Moreover, I have attended different workshops organized by NALRC which have helped me to be up to date with the 21st century teaching approaches in second language. The centrality of these workshops cannot be ignored because they keep language teachers informed of current research in the field and technology.

Furthermore, NALRC encourages sharing of ideas amongst African language teachers in the US. This helps build collaborative research and other activities that help in the development and effectiveness of African language pedagogy. As a matter of fact, NALRC is the only organization in the US that brings African language teachers together through its activities.

As already mentioned, NALRC also offers materials for language instruction (e.g. textbooks and audio CD- ROMs). The development of these materials ensures that there is standardization of African language teaching in the US. Again being a beneficially of these materials, I can attest to the quality and the importance of these materials in the teaching of African languages in the United States. These materials have made my teaching not only easy, but also effective. Also, instructors in Africa who teach foreign language students during study abroad programs seek after these materials.

In fact, I cannot imagine how my teaching and research would have been possible without NALRC's training, research, and instructional materials. Thus, there is no doubt that NALRC has greatly enhanced the quality and scope of learning and teaching of African languages in the USA. I believe that NALRC will continue to excel in promoting and enhancing teaching and learning of African languages in the USA as it has done in the past.

I therefore, strongly support NALRC's Title VI application proposal.

        Sincerely,
Esther Mukewa Lisanza, Ph.D. Swahili and African Studies Lecturer
Coordinator of African Language Program University of North Carolina at Chapel Hill

Boston University African Studies Center

232 Bay State Road
Boston, Massachusetts 02215
T 617-353-7305 F 617-353-4975

Office of the Director

July 10, 2017

Dear LRC Proposal Reviewers:

I am very pleased to write this letter in support of the *National African Language Resource Center (NALRC)*'s proposal. There is no Language Resource Center that does what NALRC does. Since its inception, NALRC has been the leader in the professionalization of the field of African language instruction in the country. Before its creation, African language teaching and the training of teachers were peripheral activities. The NALRC set new high standards and goals for both the instruction of African languages and the training of teachers. Its groundbreaking and continuous training of African language teachers have benefited most, if not all, professional African language teachers in the country. The NALRC has effectively moved African language teaching from its traditional peripheral sphere to the center to address the national needs of the United States.

Since its founding, the NALRC has been committed to providing the highest quality of training using scientifically grounded and sound pedagogical techniques. Under the effective leadership of Professor Antonia Schleicher, the NALRC has been at the forefront of the most significant pedagogical developments in African language instruction. Its activities and summer institutes have produced the best African language instructors in the country. The proficiency levels of students studying African languages who are taught by teachers trained by the NALRC contrast sharply with those not trained by the organization.

Our programs have greatly benefitted from the activities and the training that the NALRC offers. As the Director of one of the nation's leading African language programs, I have made it a priority that all our language instructors be trained by the NALRC. Over the last five years, the NALRC has trained our eight language teachers.

For these reasons among many others, I strongly support the NALRC's application and look forward to working with it to further its tradition of excellence in African language pedagogy, teacher-training, and material development. Should you have any questions, please let me know.
Sincerely,

Fallou Ngom,
Professor of Anthropology
& Director of the African Language Program Boston University

HOWARD UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF WORLD LANGUAGES AND CULTURES

July 10, 2017

To Whom It May Concern:

This letter is in support of the National African Language Resource Center (NALRC) Title VI funding application, an important center for the promotion and facilitation of the teaching of African languages in the USA. NALRC under the steady and able directorship of Professor Antonia Schleicher has contributed immensely to the professionalization of African language teaching in the U.S.

The teaching of foreign language in the U.S. follows specific strategies and methodologies and yet not many universities and colleges have well-established departments of African languages and literatures. Consequently, through the support and sponsorship of NALRC now housed at Indiana University, many teachers both upcoming and seasoned continue to be trained by professional trainers made available by NALRC.

In contrast with the widely taught foreign languages in the U.S. such as Spanish, German, or even Chinese, teaching materials for African languages are rare. However, because of the presence of NALRC, most of the African languages taught in the U.S. have begun to have multimedia textbooks that greatly enhance the teaching of African languages.

As the current president of African Language Teachers Association (ALTA), and Executive Director of the Global Promotion of Swahili Association (CHAUKIDU), I have observed the benefits of the collaboration that exists between NALRC and these language groups. For instance, NALRC has partnered with ALTA and CHAUKIDU and similar organizations to train future African language program leaders and to professionalize the field by designing standards which all languages can follow. Currently, at least four languages, namely Kiswahili, Isizulu, Yourba, Wolof, are in the final stages of completing this important task. Very soon these collaborative projects will be published and used by African language teachers across the USA. These efforts have been made possible courtesy of NALRC which provides professional, leadership, expertise, logistical, and financial support.

As a professor of an African language and coordinator of Swahili program at my institution, I have benefitted from the generous support given by NALRC. I was trained on how to teach and how to lead a language program. These skills have become major assets in my personal career allowing me to eventually be appointed as head of my department that encompassed not only Swahili language, but English as well. Many African language instructors that I know

have benefitted tremendously from this great resource center that caters for all African languages taught in the U.S. Without NALRC it would be very difficult to make the progress that has been witnessed in the field of African language teaching to date.
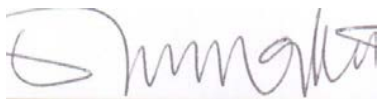
In view of the above accomplishments, the professional training that NALRC provides cannot be provided by any other agency because of the unique nature of African languages. Additionally, because NALRC recognizes these specific needs, it identifies professionals who can resonate with the cultural nuances of African languages to be able to offer training that is appropriate and that can strengthen and enhance the teaching of African languages. This in itself ensures continuity of language teaching, higher standards, and retention of students in African languages.

In summary, I fully endorse NALRC's application because without it, the field of African languages in the U.S. will lack professionalism, credibility, vision, and the effectiveness needed for the 21st century and beyond.

Should you have any question regarding NALRC and my comments, please do not hesitate to contact me at the address given below.

Sincerely,

Leonard Muaka, Ph.D. Associate Professor Howard University
Department of World Languages and Cultures 368 Locke Hall
Washington, DC 20059   Tel: +1-202-806-5075
Fax: +1-202 806-6760

President,
African Language Teachers Association (ALTA)

Executive Director,
Global Promotion of Swahili Language http://chaukidu.org/

Dr. Antonia Folarin A. Schleicher

NALRC

1900 E 10th Street,
701 Eigenmann Hall
Bloomington, Indiana 47403
        July 1, 2017

Dear Antonia:

The intent of this letter is to support, in a strong a manner as possible, the 2018 renewal of USED funding for the National African Language Resource Center (NALRC). I state this strong recommendation in my capacity as co-director of the American Councils Research Center, Chair of the Defense Language Institute Foreign Language Center, and as a member of the NALRC's national advisory board, as well as past Director of the National Council of Organizations of Less Commonly Taught Languages and of the National Foreign Language Center and the Center for Advanced Study of Language. I write to attest to the vital role that the National African Language Resource Center (NALRC) plays in the U.S. for the Less Commonly Taught Languages (languages "critical" to U.S. national interests) and, in particular, for the African languages field.

In my view, this Center stands as the model for the Language Resource Centers in general and for the field-centered LRCs in particular. The programs of Dr. Schleicher's Center: among which are the National African Language Program Coordination that serve academic and government interests, African Language Materials Development and Dissemination and Professional Development for African Language that serve teachers and students, represent exactly what national language resource centers should aspire to be: a service to the entire field, a national resource for all teachers and languages in the area of African languages literatures, and cultures. The series of databases and materials they are developing are superb in their scope and in their focus on addressing the needs of the entire field. It is absolutely clear that anyone interested in African languages in the United States must start at this source.

Since the center's move Indiana University at Bloomington, arguably the nation's leader in LCTL instruction, the NALRC has transformed the African Language teaching experience for scholars, teachers, researchers and policy makers. It is clear that IUP wants to take language instruction to higher levels of achievement

and excellence, which places the NALRC in an even more advantages situation. The record of the Center in its first decade of existence is truly remarkable, as its director continues to play a growing national role in African languages and, as Executive Director of the National Organization of Less Commonly Taught Languages, in the full range of critical languages for which the national has great need. One can only look forward to continued production and leadership of the NALRC in the next three years. My congratulations to the leadership and staff of this fine center!

It is, though, critical that funding continue for this center, as it is difficult to imagine any other university in this country with the type of leadership that Antonia Schleicher exhibits and the renewed commitment that the University of Indiana at Bloomington, long a champion to language learning, has made to this center and to this leader. In my view, it is in the interest of the profession and the country that the NALRC be given the next grant again to continue these activities to keep enhancing the learning of African Languages in the U.S.

If I can be of any further assistance in this matter, please do not hesitate to call upon me.

Sincerely,

Richard D. Brecht
Co-Director, American Councils Research Center
American Councils for International Education

July 13, 2017

Dear Title VI associate,

I am writing to offer my highest commendation for the work of *DR. ANTONIA YETUNDE FOLARIN SCHLEICHER* and the contributions of the **National African Language Resource Center** to the entire World Language profession. This center has my highest support for the LRC Title VI proposal for the 2018-2022 cycle. The impact of NALRC on the teaching African Languages is a model for all languages less commonly taught. Dr. Schleicher's leadership is without peer in African Languages and Literatures.   As Executive Director of the National African Language Resource Center (NALRC), Dr. Schleicher has   shown tireless commitment and dedication to language initiatives and world language professionals at all   levels of instruction. This dedication is evident in even just a few of the projects of the NALRC:

- African languages Instruction materials and training in student centered and communicative approaches

- Leadership institutes on African languages curriculum design, program implementation and evaluation

- Professional development of African language instructors and teaching Assistants

- Curriculum and Assessment in the African Language Classroom for faculty, scholars, and post graduates

- Joint annual conferences of African Languages Teacher's Association (ALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL)

- African language teaching and learning journals such as Journal of African Language Learning and   Teaching (JALLT) and Journal of the African Language Teachers Association (JALTA)

The NALRC is the foremost authority and hub for all matters on African Languages and Cultures. African Language programs are better organized, informed and thriving because of the efforts by the NALRC. Dr. Schleicher collaborates with colleagues and gives 200% to any task and is the most qualified in our profession to direct this project.

It is without any reservation and total acclamation that I **strongly support the NALRC Title VI Application Proposal for the 2018-2022 cycle.** Please feel free to contact me if you have any questions about my endorsement for the NALRC at Jennifer.Eddy@QC.CUNY.EDU

Sincerely,

Dr. Jennifer Eddy

Dr. Jennifer Eddy

Assistant Professor of World Language Education (tenured) Queens College, City University of

New York

HOWARD UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF WORLD LANGUAGES AND CULTURE

June 26, 2017

The Grants Award Committee Department of Education
International and Foreign Language Education
U. S. Department of Education Office of Post-Secondary Education
Lyndon Baines Johnson (LB) Building 400 Maryland Avenue, S.W. Washington, DC 20202

Dear Grants Award Committee:

I write in support of the grant application which the National African Language Resource Center (NALRC) has submitted to the U. S. Department of Education. The center deserves funding because of four major reasons.

One, I was one of the twelve participants at the curriculum design and teaching workshop which the NALRC organized in May 15-27, 2017. The workshop was to help African language instructors standardize African language curricular design and teaching methodology in American colleges. The workshop emphasized Backward Design Curriculum, planning, implementation, and evaluation, and as we discovered, our exposure to the package enhanced our teaching skills. Without the workshop, we would not have discovered any weakness in our past curriculum designs and teaching approaches.

Two, since its inception, the NARLC has been a huge source of learning, teaching, and promotional materials in the United States, and its effort has drawn scholars and instructors from different continents. Without this role, the dream of the U. S. Federal Government to build a global village through the promotion of less-commonly-taught languages and cultures will be in jeopardy.
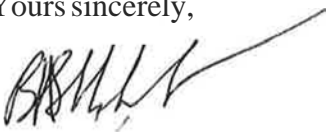
Three, as a way of strengthening scholarly contributions, the NARLC produces *Journal of African Language Teachers Association.* This frontline journal focuses on African languages and pedagogies, particularly in American colleges.

Four, the center sponsors awards that target research particularly among graduate students. Its effort helps to encourage new generation of scholars-to-be to take interest in teaching African languages in the United States.

Finally, without funding, the developmental projects of the center will stop, and any stoppage will work against the interest of the Federal Government and all the U. S. colleges that promote intercultural communication and global understanding through the teaching and learning of African languages. To prevent this colossal problem, the NALRC needs to continue to discharge

its responsibilities. In view of the above reasons, I strongly support the center's application for your grants.

Yours sincerely,

Bayo Ornolola, Ph.D. Lecturer of Yoruba

2400 Sixth Street, NW Washington, DC 20059

(202) 806-6758
Fax (202) 806 4514

Danko Sipka
Titular Professor in the Republic of Poland Professor of Slavic Languages and Linguistics
Coordinator of Slavic Languages
E-mail: Danko.Sipka@asu.edu
Web: http://www.public.asu.edu/~dsipka
Editor, Journal of Less Commonly Taught Languages http://www.ncolctl.org/resources-links/journals

June 25, 2017

NALRC Selection Committee

Dear Colleagues,

I am writing to offer my enthusiastic and unconditional support for Indiana University 2018-2022 NALRC application.

While I am not a specialist in African languages, I do maintain limited research interest in these languages. More importantly, for over a decade now, I have been collaborating with key people at NALRC, Antonia Schleicher and John Odeika, in my capacity of the editor- in-chief of the Journal of the National Council of Less Commonly Taught Languages.

As to my interest in African languages, I studied some Kiswahili and included a number of examples from African languages in my monograph on lexical anisomorphism titled Lexical Conflict: Theory and practice (Cambridge University Press, 2015). The materials available at http://www.nalrc.indiana.edu were very helpful in this project and I am sure they are of much greater value to people whose research and especially teaching interest in African languages is not just tangential as it is in my case.

One feature of the Indiana University NALRC that makes me absolutely sure that it will continue to be a valuable national linguistic and pedagogical resource is the quality of its people. During my decade-long tenure as the editor-in-chief of the Journal of the National Council of Less Commonly Taught Languages (and even prior to that when I participated in NCOLCTL conferences and published in the journal before I was editor) every issue was resolved with utmost professionalism and grace. The journal production timeline was always followed very closely, the communication between all stakeholders was smooth, and the atmosphere was always most collegial. Several years back I also commenced to chair NFTMLA/NCOLCTL Dissertation Grant and I was reassured in the resourcefulness and competence of the NALRC people I collaborated with on this task

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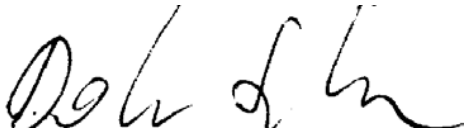
I would especially like to mention Professor Schleicher, whose legendary energy and expertise was always in place to find new possibilities, strengthen the existing ones, and improve the situation of African languages and all other less commonly taught languages in the United States. It is very important that she is an utmost authority in Yoruba and language pedagogy, so she commands authority not by her office and her charisma but also by her professional record. Having all three Weberian sources of authority in one person is a guarantee for a successful leadership.

All this, coupled with high praises sung by African language specialsts about the Indiana University NALRC at our annual NCOLCTL conferences, makes me absolutely certain that this center will continue to be an important national resource in critically important languages and cultures of our world.

Should you have any further questions on this score, please do not hesitate to e-mail me at any point.

Sincerely,

Danko Sipka

NATIONAL FOREIGN LANGUAGE CENTER

MAIL SERVICES BLDG #343 • P.O. BOX 93
COLLEGE PARK, MD 20742

Helping people understand each other and the world around them.   301.405.9828 TEL 301.405.9829 FAX

www.nflc.umd.edu

June 22, 2017

To Whom It May Concern:

It is with great enthusiasm I submit this letter of support for your consideration. The National African Language Resource Center (NALRC) is a vital institution that supports the research, education, and materials development for numerous African languages and dialects, and it is vital that it continues to thrive in the years ahead. The United States has never been more diverse nor divided than it is today, and it is through the work of the NALRC and other LRCs that there remains hope all U.S. citizens will become more multilingual and multicultural, thereby increasing the number of people who understand themselves and the world around them better.
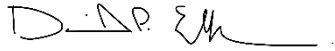
At the National Foreign Language Center (NFLC) at the University of Maryland, where I am Executive Director, we support the federal government through the administration of numerous contracts related to the teaching and development of training materials in nearly 100 world languages, many of which are African languages and dialects. Most notably is our STARTALK contract, where we administer 130-150 summer programs annually for students and teachers of 11 critical-need languages, including Swahili.

Dr. Schleicher plays a pivotal role in STARTALK, not only as former director of numerous programs but also as a long-standing team leader, responsible for ensuring all STARTALK programs adhere to the principles and best practices of world language education. She of course is also Executive Director of the National Council of Less Commonly Taught Languages, a pivotal organization that helps promote the teaching and learning of all less commonly taught languages in the U.S. In short, Antonia literally sits at the nexus of the LCTL universe, so it is critical that funding for the NALRC continues indefinitely in support of African language education in the U.S. Specifically, we at the NFLC hope all of the following activities will continue growing/expanding in the years to come at the NALRC through the generous support of the U.S. Department of Education:

- African language lesson and curriculum design, implementation, and evaluation
- African language teacher education
- African language student education, including both the development of literacy and oral skills
- Greater coordination of activities among African language teachers, professional language teacher associations, and foreign language centers

In short, I wholeheartedly endorse the continued funding of the NALRC. Should you have any questions or need any other information, please let me know.

Regards,

David P. Ellis, PhD, PMP Executive Director
National Foreign Language Center University of Maryland dellis@nflc.umd.edu
(301) 405-9828

OFFICES: RIVERTECH BUILDING, SUITE 250 • 5700 RIVERTECH COURT • RIVERDALE, MD 20737

**DEPARTMENT OF
LINGUISTICS**

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

July 12, 2017

Dear Colleagues,

<u>NATIONAL AFRICAN LANGUAGES RESOURCE CENTER</u>

It is with great pleasure that I very strongly and most enthusiastically write in support of the National African Languages Resource Center's (NALRC) application for Federal funding. Under the able leadership of Professor Antonia Schleicher, the NALRC has done exemplary and enviable job of coordinating African Language Programs nationally by making available to all African Studies Programs/Centers and the general public, African Language Program Inventory List. The list provided by the NALRC has been the only guide in the United States for Centers, Colleges, and Institutions planning to start African language programs. African as well as European tertiary institutions establishing African Languages and Resource Centers have also sought the advice of NALRC with regards to program operation and resource development. For learners interested in learning African languages and those who look for local institutions offering those language courses, the NALRC is the only credible available source of information.

The NALRC renders important professional and pedagogical service to the African Studies Association and the African Studies/Centers community is the provision of evaluation and assessment personnel and tools. Under Professor Schleicher's leadership, the Center has provided a list of professionally certified language pedagogues and scholars willing and able to serve as consultants for new or existing African language programs. Professor Schleicher's Center provides evaluators and African Languages Program developers with access to *African Language Program Development and Administration: A History and Guidelines for Future Programs.*

The NALRC consistently provides assistance in training African Language Coordinators who manage Languages Programs for Colleges and Universities that plan to establish new African Languages Programs. Such Colleges and Universities receive administrative support in Languages Coordination from NALRC. Language staff and faculty from Indiana University's African Studies Program as well as those from the other Title VI Centers at Indiana University have benefited from this training and it is a joy to see the improvement the Programs have made in language coordination and pedagogy because of support from the NALRC in general, and from Professor Antonia Schleicher in particular. It is important to also note that many African Language Coordinators from both the United States and around the world have had the opportunity to attend workshops conducted by the NALRC at the African Language Teachers Association (ALTA) conferences.

One of the most important contributions of Professor Schleicher and the NALRC has been the production and publication of African Language Resources—books, audios, videos, podcasts, vodcasts among others. Without the NALRC, the teaching of African Languages at Indiana University and all the remaining African Studies Programs/Centers in the United States and in most parts of the world be

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practically impossible. Dr. Schleicher is a doer, a scholar, and a manager in this and other regards. It is the workshops the NALRC organizes including technology workshops, teacher training workshops, material development workshops, STAMP Development and Evaluation Workshops and the many others that have sustained the African Languages Programs in the United States. With Professor Schleicher's support, African Languages Teaching has moved from a mediocre level, to an enviably high, prosperous, and outstanding level. Simply put, the NALRC has helped to improve and internationalize the teaching of African Languages and brought the languages at par with some of the so-called leading or world languages.

In 1996 when talk for the formation of the African Language Teachers Association (ALTA) began, most linguists did not give it a chance at survival. Today, not only has the association blossomed under the able-leadership of Professor Schleicher. NALRC's support for JALTA, the association's journal and professional mouthpiece, has made the journal one of the leading language teaching/learning journals in the world. I have had the privilege of publishing in the journal and reviewed some of the journal submissions and I am willing to state the high quality of the papers published in the journal. Without the NALRC and Professor Schleicher, none of these would have been possible. It is gratifying to see the NALRC supporting, also, the Journal of the National Council of Less Commonly Taught Languages.

With the moving of the Center to Indiana University, the administrative and institutional support needed to ensure strength, growth, and prosperity of the Center, have been offered and are now guaranteed. Indiana University as a whole, the School of Global and International Studies strongly supports for NALRC and will continue to work with Dr. Schleicher to ensure that the next four years become even better for the Center's work. As the immediate past Director the African Studies Program, I firmly believe in Professor Schleicher's professional and administrative abilities, her managerial skills at ensuring that the Center executes its responsibilities fully and appropriately, and her ability to succeed in achieving the Center's aims. The College of Arts and Sciences and the new School of Global and International Studies, the center of Language Excellence, and all the area studies centers at Indiana University will fully and completely support Professor Schleicher in order to ensure success of the NALRC.

In conclusion: if one is looking for a Center whose activities support the teaching of less commonly taught languages; if one is looking for leadership in African Language Teaching; if one is looking for a Center that will provide United States' national need regarding African languages professional training, and if one is looking for a Center that can manage federal funds for African languages resources for the benefit of the American people, then the NALRC under the able-leadership of Professor Antonia Schleicher is the place to go. I most strongly and enthusiastically support the NALRC's application for Federal funding.
Sincerely,

Samuel Obeng, PhD Professor of Linguistics

Department of Linguistics
3401-C Walnut Street
Suite 300; Office 344C
Philadelphia, PA 19104-6305
U.S.A.
Tel. 215.898.4299

June 7, 2018

Dear LRC Review Committee Members

Re: Support for the National African Language Resource Center (NALRC)

The National African Language Resource Center (NALRC) under the directorship of Professor Antonia Schleicher is the backbone of the field of African language teaching and learning in the United States. As NALRC Director, Professor Schleicher has changed the face of African language pedagogy in the nation. Also, as Executive Director for National Council of Less Commonly Taught Languages (NCOLCTL) and African Language Teachers Association (ALTA), she has facilitated collaborations between scholars of African languages and other less commonly taught languages. She works collaboratively with Title VI Africa Area Studies Center, government and non-government agencies, African language programs, scholars, students, researchers, and anyone interested in African language teaching and learning in the United States. Since its establishment in 1999, the NALRC offers annual professional development institutes and workshops for foreign language pedagogy including technology in African language pedagogy. The annual summer Second Language Acquisition institute which addresses African language pedagogy provides intensive training on teaching four language skills of reading, writing, listening, and speaking; lesson planning; course management; and proficiency assessment. Participants receive a Second Language Acquisition Certificate upon successful completion of the institute. The Standards workshops focus on Assessment as well as standards for teaching African languages, based on the National Standards for Teaching Foreign Languages. The NALRC also conducts workshops for Fulbright Foreign Language Teaching Assistants who come from Africa and other parts of the world to teach their native languages at U.S. institutions. In its 10th anniversary in 2009, the NALRC introduced a workshop on integrating technology into African language pedagogy.
The NALRC has also produced and disseminated African language instructional materials including several grammars and communicative textbooks. The NALRC materials have been useful not only for our programs in the U.S. but also for immersive language programs in Africa where there is lack of pedagogically-sound materials designed for non-native speakers learning African languages.   Immersive language programs including the Fulbright-Hays Group Project Abroad (GPA) for Swahili, Yoruba, and Zulu in Tanzania, Nigeria, and South Africa benefit tremendously from the

NALRC materials. I have led the summer immersion program for Zulu in South Africa since 2005 and NALRC's materials. The NALRC also publishes language brochures, the Journal of African Language Teachers Association (JALTA) and the Journal of National Council on the Teaching of Less Commonly Taught Languages (JNCOLCTL), newsletters highlighting its initiatives and other language-related initiatives nationally.   Its website serves as a hub for resources related to African languages in the nation.

The NALRC also offers summer leadership institutes which benefit language program directors nationally. In 2005 I attended the "*train the trainer*" NALRC institute for language program directors which focused on the American Council for the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) and as a result of that I participated in the Interagency Language Roundtable (ILR) training for Zulu in 2009.
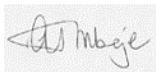
As the secretariat for NCOLCTL and ALTA, the NALRC has emerged as a resource not just for African languages but for Less Commonly Taught Languages (LCTLs) in general.   The Center has hosted conferences for both organizations, making it possible for scholars of LCTLs from these two organizations to dialogue, share ideas and research for the enhancement of the field of LCTLs. Professor Schleicher, the Executive Director and former President of ALTA is well-versed in the challenges we face in the field and she continues to demonstrate a leadership role by working in close collaboration with the ALTA leadership to plan and execute initiatives targeted at strengthening the field of African languages.

The NALRC is very critical for promoting, sustaining and enhancing the study of African languages and cultures in the U.S. Plus, anchoring the Center in a reputable institution such as Indiana University - Bloomington, with a long history of African Studies and a strong Department of African Languages, formulates a viable location for the goal to raise the quality of African language instruction nationally. Our collaboration with the NALRC on such initiatives as SCALI, language program evaluation, and teacher-training on innovative teaching practices has enabled us to   carry out this role effectively. I am fully convinced that the NALRC will continue to constitute a resource of inestimable worth in the field of African languages.

We need this vital support of our programs by the NALRC to continue to sustain and enhance our African Language Programs (ALP) that form a crucial component of African Area Studies programs nationally.

I strongly support Professor Schleicher's application for the National African Language Resource Center. If you have any questions, please do not hesitate to contact me at 215.898.4299 or at mbeje@sas.upenn.edu.

Sincerely,

Audrey N Mbeje, Ph.D.
Director, Program in African Languages

IU

AFRICAN STUDIES PROGRAM

INDIANA UNIVERSITY
School of Global and International Studies

June 14, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Department of Education,

I write in the strongest support of this proposal by the National African Language Resource Center (NALRC). The NALRC has been an exemplary national resource center for African language pedagogy training, dissemination of teaching materials, and promotion of language acquisition of Africa's many languages. They are least commonly taught languages but knowledge of them is critical to national need.
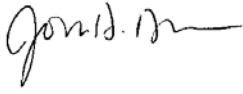
The Indiana University (IU) African Studies Program (ASP) has benefitted from many of the activities of the NALRC. Many of our instructors have been trained in the NALRC Institute for Professional Development and other workshops: they have returned to their IU language classrooms with greatly enhanced performance-based strategies. The ASP also adopts African language pedagogical materials published by the NALRC to teach African languages at IU. Finally, promotional materials about African languages also help us recruit students into our language courses.

The NALRC's current Title VI LRC proposal seeks to continue exceptional past activities and move forward in new directions. The ASP has included several innovative projects, in partnership with the NARLC, in our own Title VI National Resource Center for Africa proposal in the current funding year. We are joining with the NALRC for the development of online course materials in Yoruba and Swahili. The ASP also is partnering with the NALRC to participate in IU-CIBER's successful and innovative outreach programing known as *Business in Language: Learning Plan Workshops and Scenarios*: annual two-week training workshops for language instructors on how to use the World Language Curriculum Framework that incorporates business language components into all levels of language learning.

The continuation of LRC status for the NALRC would bring benefits to the ASP as well as many other universities, colleges, and others promoting and teaching African

languages in the U.S.

Sincerely,

John H. Hanson
Director, African Studies Program, and Professor, Department of History

African Studies Program, GA 3072   Global and International Studies Building   355 N. Jordan Avenue   Bloomington, IN 47405-
1105   (812) 855-8284

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
Department of Literacy, Culture,
and Language Education
Bloomington

June 13, 2018

US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Colleagues:

I would like to voice my wholehearted support of the current proposal to renew the National African Language Resource Center (NALRC), as it serves a tremendous role in promoting and extending social, cultural and linguistic knowledge, among other key missions to the community, schools and scholarly and academic communities. The promotion and teaching of African and other less commonly taught languages (LCTL) is a critical aspect that I have personally benefited from and I have also, in my role as a local advisory board member and as a faculty member in the School of Education, been intimately involved.

The critical mission of the NALRC to promote various African and LCTLs is amply evident in the rich and high-quality publications and language materials that the center produces as well as in its numerous workshops and community outreach activities. Other letters will attest to the scholarly side of the center, but my own role and deeper knowledge come from my association with the African Studies program starting in the mid-1990s when I jointly participated in two Fulbright Group Study Abroad grants, leading French and Social Studies middle and high school teachers to Cameroon for an extended study trip that produced classroom materials to teach about language and culture from an African Francophone vantage, questioning how economic, environmental and linguistic issues and other daily cultural practices could be best taught in US schools. From that time onward, my association with the stellar leadership of Dr. Antonia Schleicher of the NALRC has been quite fruitful.

From my vantage as a language educator for world languages in the school of education at Indiana University for the last 31 years, I have had numerous opportunities to see the NALRC from its inception to its growth and its current proposal stage. The momentum in the interim has not slowed down, and the plans for the future are rich in vital and viable opportunities to make Indiana University a tremendous hub for African language and cultural promotion.

The professional development outreach that the center has successfully conducted, attracting teachers from universities, community college, historically black institutions and K-12 schools is impressive. Dr. Schleicher and her well-chosen staff have worked tirelessly to bring high-quality experiences to these important constancies. One unique community project, Bridges, Children, Languages, the World regularly engages undergraduates and graduates learning African languages to be instructors during the week in several local community centers (Girls, Inc, the Mathers Museum, Banneker Center) where they teach children on free and reduced lunch programs—children who will otherwise never be exposed to a world language, can learn one or more African languages. This program won a Senator Paul Simon award for innovative international outreach from the Central States Conference on Foreign Language Teaching. As the Pedagogical director, I am in charge of training the Indiana University students associated with the NALRC to deliver age-appropriate communicative teaching.

Having conducted many professional development workshops in the US and in West Africa (Cameroon, Senegal, Niger) I know what tremendous energy and innovation it takes to organize high-quality programs for teachers and students. Dr. Schleicher's advocacy and leadership at IU and via the language professional associations is staggering. The current proposal will have a positive impact on that tenacious momentum to carry plans forward upon award. I have deep faith in the stated mission of the NALRC and strongly urge renewal of the center.

Sincerely,

Martha Nyikos

Martha Nyikos, PhD
Assoc. Professor of Language Education
Director, World Languages & ESL Education
Dual Language Immersion Certificate Coordinator

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                                                          June 15th, 2018

Prof. Antonia F. A. Schleicher,
College of Arts & Sciences, Indiana University
701 Eigenmann Hall
1900 East 10th Street
Bloomington, IN 47406

Dear Prof Schleicher,

It is my professional pleasure to write this letter to strongly voice my strongest support to your efforts to have USED funding renewed for the continuity of the National African Language Resource Center (NALRC). If I were asked to describe the role of NALRC in serving the community of African language educators and learners in the US in one word, the only candidate I have for this entity is "EXCELLENT". The NALRC has revolutionized the way African language pedagogy is undertaken in the US which also has impacted the field across the globe. The need for sustaining the NALRC is probably grater at this moment than before as US engages in the critical process of shaping a new generation of global professionals capable of commanding a superior level of proficiency in one of many languages critical to U.S. competitiveness and security in which Africa is integral part of this global community. Let me cite here two or three of what I call NALRC's landmarks in the history of African language pedagogy in the United States.

Professional development
NALRC has become a leader in the process of professionalizing the field of African language pedagogy in the US by organizing and conducting workshops including pre-conference workshops during the annual NCOLCTL/ALTA conferences. Of particular importance have been the Annual Summer Institute - Professional Development for African Language Instructors - which has now become like a must-attend if one wants to be recognized as a professional instructor in African languages in the US. I, myself, benefited by participating in the Summer Institutes of 2002 & 2003, and today as a coordinator of a Program in African Languages at the University of Florida (UF) and Director of the African Flagship Language Initiative (AFLI) Domestic Summer Program I have made it a requirement for our instructors and Graduate Student Teaching Assistants (GSTAs) to attend the Summer Institute. For example, a total of 10 GSTAs from our UF-PAL has participated in the Institute between 2009 and 2018. Let me cite part of a testimony from one of those who attended the 2018 Institute: "This workshop was amazing and it's what I needed before stepping into a class, I'm proud that I have such a supportive supervisor and you sent me to learn this workshop. I learnt a lot, numbers cannot even start counting the good things I have learnt from this workshop. Right now I am a better Instructor and I am saying this with confidence." (Bonginkosi Gumbi)

Faculty

African language pedagogy Material development

NALRC has taken a lead in African language pedagogy material development in organizing workshops for such tasks but also engaged directly in actual development and production. Without any doubt this is another NALRC's landmark in the history of African language pedagogy in the US. Twenty years ago the story was for each African language instructor to assemble or collect whatever their hands would fall on and for those few languages with textbooks, they were severely lacking communicatively-oriented approach. The NALRC stepped in and has revolutionized the way African language pedagogy is undertaken today. Informed by the communicatively-oriented principles and learner-centered approaches, it has successfully embarked on the production of Let's Speak Series (with about 22 languages now), Let's Read Series and Let's Communicate Series in addition to such projects as African language Role Play Cards and Instructional Technology Materials. In both my UF-Program in African Languages and African Flagship Languages Initiative (AFLI) Domestic Summer Program (which we have been running for eight years) we extensively make use of these materials. Both students and instructors have evaluated them positively.

A testimony on the role on the NALRC contribution to field of African language pedagogy cannot be complete without mentioning an enormous support that it has extended to a various aspects of the field including the African Language Teachers Association (ALTA) and related regional for a such as ours here in the south-east – South-Eastern African Languages & Literatures Forum (SEALLF), workshops for designing and drafting World-Readiness Standards for Learning African Languages in which I have participated for Swahili Standards, ALTA Research Awards, support for GSTAs to attend ALTA annual conferences, and many.

In brief, the NALRC has revolutionized, professionalized and sustained the field of African language pedagogy. It is now like the field's engine and as a result its continued support from the USED would mean a sustainable field of the African Language Pedagogy. I strongly support it renewal in funding.

Sincerely,

Charles Bwenge, PhD.
Senior Lecturer & Coordinator
Program in African Languages.
cbwenge@ufl.edu

BOSTON UNIVERSITY

African Studies Center, 232 Bay State Road, Frederick S. Pardee School of Global Studies, Boston MA 02215 Tel. 617-358-5137 or Cell: 857-234-8307

Letter of support for NALRC for the Department of Education Grant Application: 2018

My interaction with the National African Language Resource Center (NALRC) spans over a period of close to two decades. The center has been instrumental in developing African Languages via various forms of involvement in the field. Some of these are:

1.   Professional Development for Instructors

- NALRC has been continuously facilitating this by, for instance, helping fund graduate students who teach African Languages in the United States to enable them to attend intellectually enriching meetings such as the ALTA conference; I know because I was a recipient of such financial aid on more than one occasion as a graduate student at the time. NALRC would help us either with travel or accommodation or at some point both if funds permitted. This assistance has also been granted to junior faculty who needed it.
- There have been pre-conference workshops preceding every ALTA conference all organized and facilitated by NALRC and this has been helpful in professional development for all those in attendance and then the field at large.
- There have been week-long workshops to train teachers in Standards-based learning and manuscripts are under review for books that came out of the exercise, with one for Yoruba, in which Professor Schleicher was very instrumental now already published online.
- There have been week-long workshops to expose teachers to the ACTFL guidelines and OPI as applied to African Language teaching and assessment. Experts would be invited and African language instructors were developed.
- There have been summer institutes that have dealt with a range of topics that have been invaluable in professional development and I know firsthand. Examples of topics dealt with are: Listening, Speaking, Reading, Writing and Assessment; Program Development, Administration and Evaluation; Curriculum Development and Evaluation; Pedagogical Materials Development; Foreign Language Learners' Strategies and Classroom Management and the most recent was Multimedia Training for African Languages Materials Development, the Backward Design, Standard-based learning, and more.
- Research has been encouraged too and the publication of the Journal of the African Language Teachers Association (JALTA) by NALRC has been a great facilitator of this endeavor.
- In addition to the English JALTA there are now African language specific journals one for Swahili and one in development for Yoruba.
- There is now a fully-fledged language specific offshoot of NALRC and ALTA called Chaukidu, that launched its first journal in the 2018 conference, and this includes people from far and wide interested in Swahili, its culture, politics, and

other aspects, and that emanates from the work done by NALRC in developing knowledge makers and independent thinkers.

- The Star talk grant that trains Swahili and then Arabic teachers was also NALRC innovation.
- There have been Flagships for Yoruba and Swahili that afford language learers advanced proficiency and give an opportunity for development to TA's who work so hard.

2.   **Instructional materials development for African Languages**

- A vast variety of textbooks and Learners' Reference Grammar books have been published and distributed by NALRC. This has been both a professional and pedagogical development exercise as some of these are written by the very instructors themselves with NALRC granting incentives for the work.
- Multimedia materials have been developed too in the form of flashcards CD-ROMs.
- Multimedia training workshops, through which an idea of "Train the Trainer" was hatched and since then more training of those who have learned so much from NALRC to be able to get more involved in training others in their areas of expertise has been happening, such that now African Language instructors have been given the opportunity to be Summer Institute trainers, which was always done by external facilitators before.

As can be seen from the non-exhaustive list of items given here, NALRC is our jewel as African Language practitioners in the United States and abroad. I therefore wholeheartedly support the granting of funding for another four year cycle to the NALRC led by Professor Antonia Folarin Yetunde Schleicher.

Sincerely,

ZOMali

Zoliswa O. Mali, Ph.D.
Director, Program in African Languages Senior Lecturer, African Studies Center, BU.

C.A.K.E. African
Village 611 East Main
Street East Dundee, IL
60118 July 14, 2017

Prof. Antonia Folarin Schleicher
National African Language Resource Center
4231 Humanities Building – Indiana
University 455 North Park Street, Madison,
WI 53706

Esteemed Committee Members:

I enthusiastically write this letter in support of the National African Language Resource Center (NALRC) Title VI Application Proposal. Under the effective and experienced leadership of Dr. Antonia Folarin Schleicher, the NALRC has done a great job of promoting the expansion and quality of African Language instruction in the USA and indeed, the world. Our cultural center, the C.A.K.E. Village, provides African Languages instruction especially to heritage language learners of less commonly learned and taught African languages. We have been fortunate to work with Professor Schleicher and the NALRC in receiving tremendous support for our growing African language program. In particular, NALRC has supported the CAKE Village's language programing by:

- Providing literature about African Language

- Providing a reservoir of African Instructors and connections

- African languages program coordinator's summer institutes

- Networking connections between African languages teachers, professional language teacher associations and foreign language centers

- African languages teaching and learning information and material disseminate

- African languages evaluation and language instructional programs enhancement

- Teaching the skills of Speaking and Listening in the African Language Classroom

Non-Government Organizations, Heritage Learner Programs   - 21 -

- African languages curriculum design, implementation and evaluation

As Executive Director of an African Cultural center in the outskirts of Chicago, we receive requests from parents who want their children to learn their Heritage languages such as Yoruba, Igbo, and Amharic. We didn't have any staff with formal training in teaching language instructions. In addition, we were getting requests from parents who have adopted children from various parts of Africa like Ethiopia, Ghana and Malawi. We reached out, unsuccessfully, to various institutions in Africa and was met with frustrating outcomes. Eventually, we made the acquaintance of Dr. Schleicher and the NALRC lab and the result has been amazing. I have since undergone and graduated from NALRC Summer Institute program.

During the intensive two-week institute program, I networked and liaised with professionals in the field such as Language professors and educators. I received proven, field-tested, hands-on Second Language Acquisition techniques from the higher education instructors. In addition, I was able to acquire resource materials for the C.A.K.E. Village. In addition, I have met other instructors who have served as resources for me, given the input for our posters in Yoruba, Igbo, Swahili, Wolof, Hausa and Arabic.

I cannot overemphasize the need to keep this invaluable support center and program going. It is the solid foundation upon which we have built our language programs. Since graduating from the summer institute, I have been able to employ and integrate the new techniques that I learned at our culture camp and trained other teachers at our organization to do the same for their respective languages. In particular, our expertise in pre-work development, curriculum design, and material development has increased markedly. We have been able to measure the effectiveness of these instructional techniques during our 2014 cultural camps. Both parents and students have given us positive feedback on the techniques and as a result, our language program is growing!

I am in full support of the NALRC and Dr. Antonia Schleicher's application for the Title VI funding so that they may continue to carry out this important task of preserving and promoting the instruction of African Languages. Should you have any questions, please contact me at info@thecakevillage.com or 847.302.7639.

Sincerely,

Lande Sanusi

Lande Sanusi
Executive Director, C.A.K.E. African Village INC

July 18, 2017

Dear LRC Proposal Reviewers

Re: National African Language Resource Center Greetings,

I write in enthusiastic support of the grant application being submitted by the National African Language Resource Center (NALRC), currently administered through Indiana University. I had the opportunity to   appreciate first-hand the NALRC's great accomplishments to serve its mission.

Throughout the many years collaborating with the NALRC, I have seen how the center fills a vital role in strengthening African languages teacher training, developing materials, and conducting key instructional research in the African Languages.

NALRC has remained true to its mission in being a resource center for the field both nationally and internationally. NALRC is helping to establish within the United States a solid infrastructure for information about the language and research into the languages and cultures of Africa.

The ongoing activities in providing professional development to K-16 teachers through face-to-face workshops, institutes, and presentations are a great benefit to the foreign language teaching community.

As examples, among the center's most valuable contributions NALRC conducts two annual two-week workshops, one addresses the needs of teachers from a variety of African languages with regard to second language acquisition and another one trains current and future African languages program coordinators. The topics include curriculum development and the development of teaching materials.

For many years, the NALRC has worked with K-16 teachers, the foreign language profession in general, and state and local school administrators to strengthen the nation's capacity in all sectors to prepare competent speakers of both African languages, and Less Commonly Taught Languages, with particular attention to those identified by the federal government as critical to the nation's security, competitiveness, and well-being.

Non-Government Organizations, Heritage Learner Programs   - 23 -

I wish you the best of luck, and I hope that another four years of Title VI funding will enable you to continue NALRC's very important and highly valued work. I look forward to collaborating with you.

Sincerely,

Dr. Wafa Hassan / Arabic Department Director hassanw@gee-edu.com
Office: tel:313-462-6200 ext. 6245 Cell Phone: 734- 646- 5455
Global Educational Excellence 3105 Carpenter Ave
Detroit, MI 48212 gee-edu.com
Director of Michigan Arabic Teachers' Council NCOLCTL President (4/2016-4/2018)
http://www.ncolctl.org/about/officers-bylaws

June 15, 2017

Dear Committee Members: LRC grant proposal reviewers

Re: Financial Support for National African Languages Resource Center

I am writing this letter to request for continued financial support to the National African Languages Resource Center, which is directed by Professor Antonia Schleicher at Indiana University, Bloomington. She is an expert in language teaching, and a very dedicated professor who strives to ensure maximum benefit for her learners.

Throughout the two-week long NALRC workshop that I attended at Indiana University Bloomington this year, I appreciated the great work that Professor Schleicher and Dr. Lisanza had engaged in to prepare for us. The topics that they addressed in their lectures were informative to us as language teachers, and prepared us adequately for the second week of microteaching. I learned aspects of teaching that I did not know before, yet which were so important to all language teachers who want the best for their learners.

The following are some of the major topics that were covered during the two-week workshop:

• Designing curricular pathways that lead to proficiency targets

• Setting Proficiency Targets

• Backward Curriculum Design

• National Standards for Teaching World Languages in the 21st Century

• Implementing Principles of Effective Learning and Teaching

• Demos Teaching Yoruba and Swahili and Applying These Principle

• Participants giving demos implementing effective strategies

• Planning effective online classes for African languages

• Pedagogical application of technology relevant in the teaching of African languages

When the workshop ended on May 26th, we were all very happy that we had attended this workshop. I particularly wished that all language teachers in the US, especially the beginning ones, could attend this workshop and learn how to conduct a language classroom. I learned so much and would be happy to hear that a grant has been offered to NALRC again, so that many more teachers can attend and gain the knowledge that we had acquired. I look forward to attending many more NALRC workshops that will be offered at Indiana University, and I believe that will happen if the funding for this institute continues.

I would be happy to provide any additional information if required. My contact information is 740 249 5542 or mo303115@ohio.edu.

Sincerely,

Magdalyne Oguti Akiding, MA

Swahili language Teaching Assistant

Department of Linguistics

Ohio university

346 Gordy Hall

Athens, Ohio 45701

The Department of Education,

LETTER OF SUPPORT FOR NALRC CONTINUED FUNDING FOR 2018-2021 GRANT CYCLE

I, Joshua Okyere, an Akan instructor at Ohio University deem it a great honor to give a justification for the continued funding of NALRC for 2018-2021 grant cycle.

I never dreamt that someday I would get this extraordinary training to prepare me to better serve in my capacity as an Akan instructor. Am delighted beyond measure about the transformation this workshop has given me. I could imagine the person I will be if I get more of this high quality training.

This professional development workshop which focused on quality instruction, curriculum, and assessments has taught me the pedagogical skills in the teaching of foreign languages. It also trained me in crucial areas central to the effective operation of an LCTL and AF Languages Program. It was my first time learning about Backward Curriculum Design and I have come to the realization that using the BCD prevents a situation of "banking education" noted by Paulo Freire (2000), in his book the "*Pedagogy of the Oppressed*" a situation where teachers assume students are passive, take all control, determine what will be learned, and "fill" students with pre-selected information. As an Akan language instructor at Ohio University, this workshop has served as an eye opener and I have come to appreciate teaching from students' perspective. The experience so gained has given me insights into how an instructor can use various techniques to help learners' master content or performance objectives.

One important thing was that we were made to demonstrate what we were taught and appropriate feedback was given. The valuable feedback provided after every demo not only boost my confidence but also prepared and shaped me into a better instructor. Everybody had the opportunity to speak in class and this is a real model that we as teachers should also follow in our classes.

Again, I had the opportunity to have access to real text books that aids me in my lesson preparation. To crown it all, I want to state unequivocally without fear or coercion that this 2017 NALRC workshop was terrific, fascinating, outstanding, and superb. It is my fervent hope that it continues to receive support to be able to train more teachers to be able to fit very well into the changing

dynamics of teaching foreign languages to better serve as professionals.

Should you have any question, feel free to contact me at jo517016@ohio.edu or 7405900179

LONG LIVE AFRICA! LONG LIVE NARLC!!

Joshua Okyere

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My experience at The NALRC Professional Development for African Language Instructors Program, May 15 – 26 2017 at Indiana University, Bloomington.

My name is Mercy Namikoye Osuka, a Kiswahili Fulbright Foreign Language Teaching Assistant at the University of North Carolina, Chapel Hill. I have a Bachelors Degree in English Linguistics and Literature, and also took Special Education Units in Learning Disabilities. Before coming to the US in August 2016 as a Swahili FLTA from Kenya, I was working in the Learning Support Department as an English Linguistics and Literature Teaching Assistant at Hillcrest International School, Kenya. Besides that, being a Swahili native speaker, I informally taught my international (American, British and Asian) students, friends and colleagues Swahili language and its' culture.

As an FLTA in the US, I have attended several conferences and Professional development programs with respect to less commonly taught languages, such as the 2016 FLTA orientation at Stanford University held in August 14 -18 2016, It was a wonderful orientation although overwhelming. We got a little bit of everything on how to teach Foreign Languages and mostly much attention was paid in understanding American culture. As a Swahili TA at UNC, I observed how the three primary Swahili instructors taught Swahili, and immediately I knew they are well trained African Languages FL/SL instructors, since it was not what I had in my mind despite the one week FLTA orientation. This prompted me to attend more African Languages FL/SL conferences such as the SEALLF, ALTA and NCOLCTL for my professional development, and lastly attended a two-week intensive training workshop organized by the National African Language Resource Center; a Professional Development for African Language Instructors which changed my life as a Swahili instructor, teaching the language as a FL/SL. In this program I gained a lot, just to mention but a few, we were equipped with the right language pedagogy and approach for teaching African Languages as Foreign Languages using Standard-based Instruction while observing the Principles of FL/SL Instructing. We all had the chance to learn about and determine where we are in the continuum of teachers of FL/SL Proficiency levels and the effectiveness of a learner centered foreign language classroom which set the pace for the workshop. Other participants and I had no clue of Backward Curriculum Design but in this workshop we learnt about BCD, its effectiveness and how it differed from the Traditional Curriculum Design. Of course, I had never heard of World Readiness Standards for Foreign Languages. I learnt about it in this program from the instructor Professor Schleicher and read more from the textbook she gave us. I was also not well acquainted with the FL/SL Proficiency families, their Levels and functions. I learnt about them, setting the proficiency targets, designing instructional curricular pathways, assessing using Comprehensible Input strategies while checking for understanding and analyzing data in preparing a world-readiness standard based curriculum. It's here that I also learnt about the STAMP TEST. We gained the knowledge and in groups of our different teaching Languages we prepared syllabi of different proficiency levels, a Curriculum (learning experiences) based on World- Readiness Standards and individually prepared lesson plans focusing on the three modes of communications. Before the NALRC workshop, I was sure it was not possible to use the target language 90% or more at the elementary level, but this workshop changed and proved my assumption wrong. I also gained massively on how to teach Grammar and Vocabulary in context while integrating Culture in Context using

Graduate Students   - 1 -

authentic materials in a communicative oriented FL/SL classroom.

The highlight of the NALRC workshop was in the second week where we were required to put the theory taught into practice, i.e. Practice what we were taught in the first week through microteachings by each participant as one receives constructive evaluation from fellow participants and instructors. We had the chance to be in our FL/SL student's situation by being Foreign Language students when NALRC participants taught their languages, such as Akan, Yoruba, Swahili, Igbo, Hausa and Wolof. We were all Novice Low in the languages we don't teach. Being a student in these languages and as a teacher in Swahili I saw tremendous improvement from my fellow participants and I through observing, attending,   teaching and evaluating each one's microteachings throughout the week. I observed this as well in our daily reflections.

Lastly, we were taught about a very important virtue in our careers called Professionalism. I could tell through participation in questions and answers by all of us in our different continuum of teacher proficiency levels that we learnt and enhanced our knowledge about professionalism.

That was a life changing experience at the 2017 NALRC Professional Development for African Language Instructors program, My Career as a Swahili FL/SL instructor has way improved, I left there a changed instructor who is well equipped and knowledgeable on how to teach Swahili as a Foreign Language/ Second Language in a learner centered classroom using BCD with the right pedagogy. I now know what and how to do it, I know what is expected of me by the Federal government, accreditors, parents, the institution and most importantly my students as a Swahili FL/SL instructor. In conclusion, being a native speaker does not automatically make someone a good FL/SL teacher in his/   her language, one needs to be equipped with the right knowledge (the knowhow) on how it's done. I am humbled to have the privilege of attending NALRC workshop and therefore urge all the other African Language Instructors to attend it in the coming years. I encourage each institution that has African Studies Department to see into it that its' African Language Instructors attend the NALRC workshop. Most importantly, as a Fulbright FLTA, It's my wish that other African Languages FLTAs get the chance to have the appropriate training through NALRC workshop before being sent to American classes. I was lucky I wasn't the Primary teacher hence learnt first by attending and observing the primary Swahili professors in class. I wonder what happens in classes which FLTAs are the Primary instructors, since through asking some of my FLTA friends who are/ were primary teachers how and what they teach, I learnt they are doing the opposite of what should be done, clearly most of them have no idea what they are doing, they lack the appropriate training that I received in the NALRC workshop.

Thank you NALRC for nurturing and developing African Languages Instructors careers' globally through your Professional Development programs, workshops,   publications, conferences and trainings.

FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Stone Building 1114 W. Call Street Tallahassee, FL 32306

July 14th, 2017 Dear Committee,

Re: Support Letter for National African Languages Resource Center

The National African Languages Resource Center has done tremendous job in shaping the African Languages Pedagogy an aspect that is not conspious in most Institutions. It is the sole professional development workshop that has shaped and revolutionized my foreign language teaching pedagogy. Under the stewardship of Dr. Antonia Schleicher, I can attest that there is a tremendous improvement in the quality of instruction and learning of African Languages and Cultures as well as research on different aspects of African languages and cultures.
I have attended three workshops with the NALRC as I always desire to improve my language teaching strategies. I came to the United States first as a Fulbright Scholar in 2010 and was placed to teach elementary Swahili as the instructor of record at Jackson State University. With no prior foreign language teaching I designed the curriculum, selected the teaching resources. The most difficult challenge I faced was how to implement my learning plans. I constantly found myself translating all the materials from Swahili to English. After one year of instruction I was very disappointed that my students had not moved beyond novice level in their proficiency. I decided to pursue my master in Teaching English as a Second Language with the hope that I will get solutions to the pedagogical challenges that I was experiencing. I was assigned to teach Swahili as an instructor of record at the University of Mississippi. Despite gaining tips on teaching methodologies. I still encountered similar problems as before. It was then that I decided to seek professional development to learn ways I can improve my language teaching because I knew my students were not gaining maximally from my teaching.

In 2012 summer, I was very fortunate to be accepted and to participate in two workshops organized by the NALRC held at the University of Wisconsin Madison. One was the Summer Institute and the other was the STARTALK professional development workshops for Swahili Teachers. It was these two workshops that revolutionized my language teaching. It was for the first time that I had an opportunity to learn about the Standards of foreign language teaching, backward curriculum design, how to integrate culture in language instruction, effective lesson planning and how to implement the lesson plans and later perform self-evaluation to rate my success in meeting the performance objectives. Most importantly, the workshops were very hands on. We were given opportunities to design curricular for different proficiency levels, teaching, the learning materials and lesson plans. The micro teaching sessions was a very instrumental component of the workshops because I had the opportunity to practice the skills about four times during the workshop and also to learn from others. I was very confident by the end of the program that I could practice independently. Being a student of another language

gave me the experience of my students. The feedback opportunities from the program facilitators as well as our colleagues were all very thoughtful and insightful.

These workshops completely transformed my foreign language teaching approach. Since then I have become a very confident instructor and have received very good results from my students in terms of oral proficiency and in all the other language skills. My course evaluations have continuously been positive. My students like my teaching and they enjoy learning Swahili. This Summer 2017, I attended the NALRC summer Institute. I was particularly interested in gaining more knowledge and insights on backward curriculum following the world readiness standards. I learned a lot about the different stages of curriculum design and how to use the same format to design lesson plans. The opportunities to work with my peers at the workshop was a wonderful learning experience. The program facilitator provided us with very high quality resources that we can make reference to whenever there is need. I even contacted Dr. Schleicher with questions after the workshop and requested some more materials from her. She was very prompt in responding and was very happy to share the materials with the entire 2017 cohort. I am very glad the support from NALRC does not end just after the workshop but the program facilitators continue to provide mentorship even after the program is over. I enjoy being part of a community of a community of practice that my fellow attendees and the program directors co-created. We have continued to share resources, materials, ideas together and this has been a great professional enhancement for me overall. I am very proud of the NALRC for the commendable job it has done in the field of language education particularly for the Less Commonly Taught Languages. I confidently recommend that you continue to give the NALRC financial support that they have been receiving so that they can continue to provide the very high impact professional development.

If you have any questions, please contact me at 850 6921780 or by email at baw13d@my.fsu.edu.
Sincerely,

Brenda Aromu Wawire, PhD

<div align="right">
234 West Washington
Athens, OH 45701
12th July, 2017
</div>

Dear Committee Members,

<div align="center">

Support for National African Language Resource Center (NALRC)

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National African Language Resource Center (NALRC) under the leadership of Dr. Antonia Schleicher, brought about numerous developments in African languages teaching across the United States and beyond. The immense contribution of NALRC in language teaching cannot be quantified. NALRC is known to be the powerhouse of African language teaching today. However, all the successes of NALRC could not have been achieved without the selfless sacrifices of its members. The events like summer workshops conducted by the members of NALRC are clear manifestation of their love and commitment to the development of African, and less commonly taught language teaching around the world. Summer session of 2017 happened to be my first workshop I embarked on with NALRC and it lasted for two complete weeks. The effects of that two-week workshop on me, can only be compared to a whole semester academic work because of its intense nature. And as an incoming Wolof language teacher, I would like to take this opportunity and share my personal experience with you from that workshop.

As a native speaker of Wolof, I was with the confident that I could teach Wolof language at any level without major obstacles. But to my surprise, I never knew I was a novice in the language teaching arena until I attended NALRC summer workshop 2017. From day one of the workshop, I started reshaping my understanding of language pedagogy. And as the journey progresses towards the end, I was completely transformed. I now have a better understanding of syllabus development without centering the entire lectures on grammar; backward curriculum design, effective performance assessment, and a goal-based curriculum focus all with the help of that single workshop. NALRC has built and prepared me to become a well-trained teacher in the field of language teaching. The effect of these training has a long way to go in transforming language teaching in our institutions courtesy of NALRC.

Moreover, a few of us who had the opportunity through our various institutional support, have truly learned from that workshop. For example, the pedagogy and curriculum design are some of the major focus of this past summer workshop. And as I speak, the reward of that workshop started reflecting positively on us as language teachers. I as a first-time beneficiary from this past summer workshop, I achieved more than expected and I later said to myself that without this workshop, only God knows how I would be teaching my students starting this Fall. Is hard to admit certain weaknesses but I must swallow my pride and accept the fact that NALRC summer trainings did not only rescue me from teaching difficulties, but it also prevented my students from unorganized form of language teaching. Finally,

NALRC made me believed that, being a native speaker of a language, does not make oneself a better teacher without the required training.

Knowing the scope of NALRC was a surprise me and many others. It all started in this past summer 2017 workshop when I came across a lecturer who came all the way from Nigeria just to attend that professional training. She told us how influential NALRC is changing the routine of language teaching in their region. Thus, she could not afford to miss the opportunity of benefit from this year's summer training. She said, "the training is needed in one's professional career to keep you in today's dynamic nature of language teaching discipline." However, her main concern throughout the training was centered on the funding aspect of these workshops. She put to light that many of her colleagues, language teachers, wanted to join us in the training but their primary constraint was solely financial support. Her story tells me that, with better support from concern institutions, financially, the entire language teaching discipline could be transformed for the better. But without financial support, let us take a moment and think through and later ask ourselves some of these key questions: What would happen if students are taught by untrained language instructors? And how would student feel after spending semesters studying a language and at the end of their program, they could barely introduce themselves in that very language? These and many other questions are what we all need to be having in mind when making decision on grants to institutions like NALRC.

Finally, to the concerned body receiving this letter of support, approving grant for NALRC will do a great deal in helping them to achieve their goals within the stipulated period. We all believe that learning is a process but without the support of others, the continuity of the process is unattainable. NALRC needs your support today than ever before. The institution is genuinely crying for help; let us hear them out and be ready to step up to wipe out their tears. I am all out supporting NALRC's application for grant.

Sincerely,

Musa Dampha Graduate Student African Studies Ohio University
Email: md163016@ohio.edu

Boston University College of Arts & Sciences African Studies Center

232 Bay State Road
Boston, Massachusetts 02215
T 617-353-3674   F 617-353-4975
buedu/africa

The Department of Education,

Re: NALRC's Support Letter for Continuous Funding (2018 - 2021)

The above refers. I am an advanced Ph.D. candidate in Sociology and a Senior Teaching Fellow at the African Studies Center at Boston University, where I teach Hausa language. I received my professional training as a Sociologist and neither a linguist nor an Educationist. Yet, I was a Hausa native speaker with expertise in two orthographies as used in Husaland: Hausa-Ajami (the *use* of modified Arabic script to write African languages) and Hausa-Latin. *As* at the Fall of 2011, I was grappling with how to teach the Hausa language in both of the scripts to second language students, along with the high demands of coursework in the graduate school.

During the summer of 2012, the African Languages Program of Boston University, under the directorship of Professor Fallou Ngom, who himself is a beneficiary of NALRC – A pioneer graduate of the maiden NALRC summer course, encouraged and sponsored me to attend the NALRC institute's summer course at University of Wisconsin-Madison. It was a two-week intensive program that brought experts to train African language instructors such as me from various parts of the U.S. universities and Nigeria. During the course, we learned so much about what it takes to be skilled and professional African language instructors. It was equally an opportunity for us to learn more about American culture, as well access resources that the Institute produced.

Particularly to me, that course was a transformative experience that positively impacted on how I was teaching my Hausa language classes at Boston Universityty. It paved way for me to be current with the world's best practices in language teaching and beyond (including in my area of research – sociology). An enduring impact that the course had impacted led me to produce a pioneer Hausa-Ajami Workbook, which the African Studies Center of Boston University has published. At the organization level, our Center has succeeded in winning the Title Six grants – which some competing centers have lost. This past summer (2017), I attended another Professional Development course at Indiana University, Bloomington. Like all others, it was *educative*, intriguing, and up-to-date.

The success of the NALRC in organizing and successfully advancing knowledge, producing world class professionals, standardizing African language instructions through producing

relevant materials, and making sustainable impacts would not have been possible without the support of the U.S. Department of Education. In lieu with the significant role of African languages in the U.S.'s security, diplomacy, and prosperity on the one hand, and considering the immense contributions of the National African Languages Resource Center, I hereby strongly support the continued funding of the center for the 2018-2021 grant cycle. Should there be the need for further clarifications or details, I am happy to provide the department with information that could further strengthen this support. Feel free to contact me through mustapha@ bu.edu or through via my cell phone: 617 905 7355.

Sincerely,

Mustapha Hashim Kurfi

AFRICAN STUDIES PROGRAM
SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES

Susan Kavaya,
Indiana University African Studies Program,
355 N Jordan Ave, Bloomington, IN 47405.
4th September, 2017.
To Whom it may Concern,

RE: NALRC Grant Fund Support Letter

I am writing this letter to support the funding of NALRC. I am currently an associate instructor of Swahili at Indiana University Bloomington. When I first joined the African studies program both as a Master's student and a language instructor in Swahili, I had never taught Swahili to foreign language students even though Swahili was my native language. I had trained as a teacher of English and Literature and hoped that that training would be helpful in my teaching of foreign language learners in the USA. However, this was far from the truth. During the first week of orientations at Indiana university, I attended a two-week workshop hosted by Prof. Antonia Schleicher in collaboration with the Indiana University Center for Language Excellence which I found very helpful because it was focused specifically on teaching language to foreign language students. The insights I gained in this workshop were very helpful in my professional development as a teacher starting out in this new field. This workshop had opened a world of possibilities in becoming a better teacher for me.

In the course of the semester, I kept looking out for professional development opportunities to help me and when a fellow instructor forwarded me an email to register for the Summer language workshop for African languages I jumped at the opportunity. This was a much-needed opportunity for me because this was the only workshop I had seen that focused on professional development for African language instructors. I was accepted to attend this workshop and it was life – changing for me. In this workshop, I learned how to prepare a syllabus using the backward curriculum design, design an effective lesson plan, check for student's understanding, assessment among other important skills specifically focusing on the teaching of African languages. I was also able to network, share and learn from other instructors of African languages who had come from different states within the USA to attend this workshop.

Since attending the Summer Language Workshop at Indiana University, my teaching underwent a great transformation. I have grown so much as a teacher and I have seen tremendous growth in my learners each semester. Additionally, I made a presentation at the African Language Teachers Association (ALTA) conference last year on the significance and benefits of attending this workshop to all teachers of African languages in the USA.

I highly recommend that NALRC be supported in all ways possible so as to give teachers of less commonly taught languages like myself and others an opportunity to better their skills in language teaching and their learners a great experience in learning these important languages.

Sincerely,
Susan Kavaya.

WILLIAM KESSE BIMPONG
OHIO UNIVERSITY
DEPARTMENT OF LINGUISTICS
GORDY HALL 346
June 16, 2016
To Whom It May Concern

RE: WHY I THINK NALRC SHOULD CONTINUE TO RECEIVE SUPPORT

Attending the NALRC Second Language Acquisition workshop in Indiana, Bloomington is one of the best decisions I have ever taken in line with my aim to be a good African language teacher, especially considering the fact that I am a non-native speaker of the language I teach.

I am a Ghanaian who started studying Swahili as a foreign language at the University of Ghana in the year 2009. My initial aim was just to be able to speak the language but my interest for the language heightened and this made me decide to teach it in the future. After three years of studying the language in Ghana, I knew a lot of the grammatical rules but could barely speak the language. This was evident during the first two months of my year abroad program in Tanzania when, although I had spent three years in studying Swahili, I could hardly communicate with the native speakers.

In March 2017, I received an appointment to teach Swahili at Ohio University. The only way I was going to teach my students was the way I was taught. I had taught this way in Ghana when I was a Teaching Assistant at the Department of Modern Languages and, honestly, students found it very challenging to keep up with the numerous rules I kept giving them.

Fortunately for me, I attended the NALRC workshop which really changed my perspective. I should say that the NALRC workshop was timely and very beneficial. For instance, I never thought I could teach in the target language but I was taught how to do so, and I was given the opportunity to teach through teaching demonstrations. Dr. Antonia Schleicher and Dr. Esther Mukewa Lisanza taught us how to write our syllabus, plan our lessons, teach effectively and be self-reflective in our teaching.

In a nut shell, NALRC is doing a wonderful job to put African language teachers on our toes; they are making sure that we are impactful in our teaching. Having said all these, I will recommend the NALRC for any support it needs to be able to continue helping the development of the teaching of African Languages.

Sincerely,
William Kesse Bimpong.

TO WHOM IT MAY CONCERN

We, the undersigned, write this letter to affirm that the National African Language Resource Center (NALRC) is undertaking crucial functions in strengthening the teaching of African languages and Less Commonly Taught Languages in the USA and beyond. We write this letter as participants in a two-week training program that NALRC recently organized at Indiana University, Bloomington, Indiana. The two-week intensive training program was titled *Training of Trainers' Summer Professional Development Program for World Language Instructors.* The workshop is one of the two workshops that the NALRC ran concurrently from May 14 to May 25, 2018. The Training of Trainers' workshop, apart from being the most advanced training for African language instructors and program coordinators, aimed to help participants think through how to effectively utilize specific principles of effective foreign language teaching and strategies in their classroom and online teachings. Importantly, the workshop taught participants the fundamental principles of the Backward Curriculum Design process. In addition, the workshop honed participants' knowledge of communicative teaching, standards-based assessments, and how to facilitate student-centered foreign-language teaching. By blending theoretical principles with practical demonstrations, each participant taught four micro-lessons, which were peer-critiqued by institute participants as well as by the workshop instructors. Through the teaching demonstrations, participants had the opportunity to create language curriculum and syllabi that focused on the incorporation of the principles of standards-based instruction, backward curriculum design, use of target language, proficiency-based approach to foreign language instruction, and strategies for providing comprehensible input.

The workshop, no doubt, provided all the participants with the necessary skills required to function effectively as great instructors and coordinators of Less Commonly Taught Languages including Arabic, Kiswahili, isiZulu, and Yoruba. Not only did the workshop provide us with other life-changing experiences via our interactions with other workshop participants as we had a rich and diverse community of practice, but we also gained more practical teaching skills and theoretical innovations. Speaking of theoretical gain, the workshop walked the participants through the nitty-gritty of the Backward Curriculum design, especially how to neatly incorporate the 5Cs of language learning as depicted in the National Standards for Foreign Language Learning. Apart from how to successfully incorporate the 5Cs (Communication, Culture, Comparison, Connection, and Community), the workshop also exposed us (the participants) to the process of including "enduring understandings" and "can do" statements in our performance objectives. We learned that enduring understandings and essential questions of the curriculum go beyond discrete facts, grammar and vocabulary skills to focus on broader concepts, themes, or perspectives.

Also, we discussed how to determine targeted modes of communication that are that evident in a lesson plan such as interpretive, presentational, and interpersonal. We also learned that the goal of all learning is flexible transfer, that is; the ability to use knowledge and skills in

NALRC Program Participants

different contexts, settings, or situations from how it was initially learned. Acceptable evidence needs to relate to this goal as instruction is also linked to it through the proper use of authentic materials. Furthermore, we learned at the workshop that the third stage of Backward Design concerns planning learning experiences and instruction; it is in this stage that the standards of comparisons, connections, and communities are incorporated in the curriculum.

In addition to that, each one of us had to do the debriefing which strengthens our understanding of the topics covered. Lastly, we learned about professionalism. We discussed how active language learning experiences require teachers to identify how their own continued professional preparation contributes to students' success and how instructors can model lifelong learning skills through   their own professional growth.

In light of our experiences in the NALRC *Training of Trainers* workshop, we strongly recommend that NALRC be supported financially to continue planning and implementing training program for teachers and coordinators of Less Commonly Taught Languages. And we recommend that NALRC be supported financially to hold monthly online training as well among other activities and strengthen the teaching of African languages and other Less Commonly Taught Languages in the USA and beyond. We would like to state categorically, here, that without the NALRC Indiana University, Bloomington, teachers, and coordinators of Less Commonly Taught Languages in the US will be bereft of professional support and training programs needed to function effectively in the twenty-first century rapidly modernizing world.

Sincerely,

2018 NALRC Training the Trainer workshop participants:

Brenda Wawire (University of Kansas)

Iman Alramadan (Indiana University)

Olusegun A. Soetan (Wisconsin University)

May 25, 2018

TO WHO IT MAY CONCERN

We, the undersigned, write this letter to affirm that the National African Language Resource Center (NALRC) is undertaking crucial functions in strengthening the teaching of African languages in the USA and beyond. We write this letter as participants of one of the two-week programs that NALRC is currently undertaking at Indiana University, Bloomington, Indiana. The program we are attending is known as *Summer Institute Program* for African language Instructors. The other program is the *Planning for Performance: NALRC Leadership Program.* The objectives of the Summer Institute Program are to train participants on the essentials of using standard-based, thematically organized, backward curriculum design with performance objectives in the three modes of communication; integrating language, culture, and content in African languages classrooms; and creating a learner-centered classroom. This program has indeed equipped us with the necessary skills we need as instructors of African languages in the USA. While it may not be possible to report on every detail of the skills we have acquired through the Leadership Program, we will try and pin point the major contributions this program has made to our professional development.

The Summer Institute Program effectively answered three questions that always recur in the teaching of African languages in the USA: (a) How do you develop a high-quality curriculum for teaching an African Language? (b) What do performance assessments look like? (c) What do you want learners to understand, know, and be able to do by the end of your class? In answering these questions, the Summer Institute took us through the three stages of Backward Design in curriculum development that neatly incorporates the 5-C's of National Standards as depicted in the National Standards for World Language Learning. The 5-Cs are culture, communication, connections, communities, and comparisons. The first stage of Backward Design involves identifying desired results as they relate to the culture standard. The desired results of any class need to include two essentials, that is, enduring understandings and essential questions. We learned that enduring understandings and essential questions of the curriculum go beyond discrete facts, grammar, and vocabulary skills to focus on larger concepts, themes, or perspectives. Desired results also include "can-do" statements and language and culture content that need to\ be stated clearly in the first stage of designing an African language curriculum.

In the second stage, one needs to determine acceptable evidence that is normally evident in the communication standard, summative performance assessment, and the various classroom tasks that are administered through three modes, namely, interpretive, interpersonal, and presentational. We also learned that the goal of all learning is flexible transfer; that is, the ability to use knowledge and skills in a different context, setting, or situation from how it was originally learned. Acceptable evidence needs to relate to this goal as instruction is also linked to it through the proper use of authentic materials, the third stage of Backward Design concerns planning learning experiences and instruction. It is in this stage that the standards of comparisons, connections, and communities are

NALRC Program Participants

incorporated in the curriculum.

It became clear that the 5-c's are not unrelated components of a lesson. We left the program with the perception that culture is what drives the global ideas and themes of a lesson, since enduring understandings and essentials are developed through cultural perspectives. Thus, communication determines the assessment mode while connections, communities, and comparisons demonstrate what learners know and they can do with language within a cultural context.

We had the opportunity to prepare and present our individual curriculum plans and steps of implementation, and to demonstrate the skills we have acquired through micro- teaching sessions. The feedback we received from fellow program participants and facilitators reinforced what we learned throughout the program.In addition to curriculum design, we learned about issues of professional ethics.

Considering our experience in the NALRC Summer Institute 2018, we strongly recommend that NALRC be supported financially to continue planning and implementing training programs for African language teachers, among other activities, and strengthen the teaching of African languages in the USA and beyond.

Sincerely,

NALRC Summer Institute participants:

Tolulope Akinwole	(University of Wisconsin, Madison)
Mwita Muniko	(University of Wisconsin, Madison)
Oluwafunke Ogunya	(Florida State University)
Tiwa Ajeigbe	(Private Educator, Texas)
Agnes Kimokoti	(The Five College Centre for the Study of World Languages MA)
Bonginkosi Gumbi	(University of Florida)
Imelda Mwaluka	(Indiana University, Bloomington)
Felicien Masanga Maisha	(University of Florida)
Matthew Ajibade	(Indiana University, Bloomington)

APPENDIX C2: What Past Program Participants Have Said / Voices from the Field

"I was told I had to give my reflections and in the back of my mind I was like, 'where do I start?' Where do I start? It's been two amazing weeks and they have been very much transformative. When I came here I was a very good performance-based instructor teaching Zulu. I was more worried about teaching people as many words as possible rather than teaching them how to use the language in an authentic way and to make them understand the language and the culture. So, I was puzzled because this has been so beautiful.

Prof. Schleicher, you are the mother of Africa. Today I was given a card to write something about you and I felt like the space was too small for me because I just wanted to write everything, because you are such an amazing woman and what you are doing is… I can't find the words. Right now, I am way better, way better; and I am sure that by the end of the summer the students I am teaching are going to be speaking like me. The will be dreaming about Zulu!

So, this workshop has been powerful for me, and transformative, and now I am going to be a better person; not in terms of teaching the language, not in terms of using the target language above 90% of the time, and not in terms of differentiating between 'interpersonal' and 'interpretive' and 'presentational', but in terms of being a good person! Today's lecture on professionalism was very beautiful because, even though you have all the knowledge in the world, if you can behave professionally to people it is not going to work. So, I would like to thank you so very much for transforming my life and making me a better Zulu instructor.

Malimu Esther! Yesterday I couldn't stop because this thing has been in my mind; I learned a lot, thank you very much. Thank you for being our mothers, thank you for making us realize that our culture is very important. Even though we have left, we are still the kids of Africa and you are our mothers, making sure that we are doing the right thing every time.

Thank you so very much. I could say so much more. This has been beautiful, these two weeks have transformed my life in a very amazing way. I am a better person now, a better instructor, and I am going to apply every single bit of what I have learned here--from everyone! From your presentations, how you present the language, your use of cartoons! I have learned a lot, not only from the professors and the teachers, but I have learned a lot from the other participants as individuals--working with them, being with them every day for the past fourteen days."
Bonginkosi Gumbi, University of Florida (Zulu) 2018 Summer Institute Workshop

"Why teach Yorùbá? Five years ago I realized that a lot of heritage children born in the United States could neither understand nor speak Yoruba language. Some of who are now adults shared their regrets with me. Eventually, I decided to start tutoring children in Yoruba. Two years later, I partnered with the owner of Culture of Africa for Kids Everywhere – The C.A.K.E. Village, Mrs. Lande Sanusi – who is just as passionate as I am to make Yoruba language and culture accessible to anyone that may be interested. Through her, I learned about the National African

Language Resource Center NALRC's Summer Institute.

Coming here, I did not know what to expect but I had a feeling that I will not return the same. I remember the first day, Dr. Schleicher told us that it is possible to teach non-native speakers a language using 90 percent of the target language and illustrating our lessons with authentic materials. I thought to myself, "that is not possible". However, the curious side of me really was very eager to know how.

The course materials provided to us during the first week of this workshop was very informative and our instructors (Dr. Schleicher and Dr. Lisanza) helped us understand every step of the training. Dr. Lisanza made teaching a foreign language using 90 percent of the target language look so easy; now I know it is. The second week was the fun week where we got to display all the acquired skills. My fellow participants' feedbacks were superb and I made sure I apply them where necessary.

As a language teacher, this institute has given me the tools needed to improve my teaching methods, to create a learner-centered classroom, and to be an effective teacher. I learned an unwritten technique from Dr. Schleicher, and that is telling my students to write down the clearest parts of the previous lesson and the muddy parts so that I can better explain it to them.

Reverse back to May 16, I had a feeling, that I will not leave the same way I came. I can definitely say that it is not a feeling to me anymore but my reality. Our reality. Thank you for believing and investing your time in our future," **Falilatu Lasisi (Yourba) 2016 Summer Institute Workshop**

Attending the institute was not just a learning experience: it was also a voyage of discovery. I don't have a linguistics or language pedagogy background. I have never enrolled in a single linguistics course in my curriculum; I'm a student of political science. So coming here, I was in a new territory in which I have learned so much in the course of two weeks. For that, I give credit to our two excellent instructors, Steve and Joe. You two are incredibly efficient and talented in conveying the message of the Summer Institute. Thank you for your hard work. **Oumar Ba, 2011 NALRC Summer Institute Program**

"I had started the workshop as a technologically challenged person; I finished it successfully as a very non-technologically challenged person. I am certainly looking forward to more Technology Workshops. If we learned such a lot with such enjoyment in only four days, I am certain that much more can be achieved in the technology endeavour and function of the NALRC over a longer period, say two weeks," **Buyiswa Mini, University of Florida, 2011 Technology Workshop**

"As I enrolled for the Star talk Swahili program at my home in Washington DC, I really had no clue or expectations of a revolution! My search was for teaching resources and some training to make me a better teacher. But today, upon completion of the program, I believe I am a Star facilitator for Swahili learning and culture. The online teaching course that we were required to undertake before the onsite training did somehow shed some light to the standards of instruction we would receive even though relevance of topics like "The U.S. Educational System for Language Instructors" did not quite make an impression on me at first. Until later, when we had the volunteer learners…the wisdom of having familiarized me with this system made sense to the whole communicative approach and backward design curriculum,"

Belinda Mlingo, Naval Special Warfare Special Language Program, 2011 Startalk: Summer Swahili Professional Development Program

"It was exciting and amazing that within two weeks participants were converted into reflective teachers! This is indeed unforgettable EXPERIENCE! I could recount how we were on the first day "babies" (dependent) who were afraid to try and find our own pathways in life, then moved on to "young adults" who were not afraid to try and discover yet defiant to the wisdom of the old and resisted criticisms and now, we are the "old"- wise, reflective and cautious-ready to transform the world and have better teachers and best teaching. The most important thing to me is that the participants have gotten the concept of backward curriculum and what it entails. I believe we are ready to spread the "gospel" according to Dr. Schleicher- BACKWARD CURRICULUM!

The combination of Oga John and Joseph in this program is critical. They always made things done well. There were no hitches in the program as a result of their hard work dedication and true to their worthy cause-expanding the horizon of African languages in America. To you I say SADAKTA!

Generally, I am touched by the young upcoming teachers who exuded confidence in their quest to understand how to be better teachers and showed their creativity in using technology and authentic materials to enhance their teaching and learning. Without mentioning them will be an injustice- Neema with her "Hodi! hodi!", Werede with her "Dahgne!", Falilatu with her "Ekaro!", Goretty-"Hamjambo!", Susan "Simama! Kaa!", Mustapha-Chief!, " Essen!" and Zhota with her "Sawobona". It will be gross injustice if I fail to mention the old, my writing will NOT have any blessings and thus rendered unworthy of reading, for we always there to provide checks and balances to the young not to fall apart. Prince, Betty, Amoudou-Mombasa, Omubo, Ajiboye, Busi and I were part of this group. To us all I say KINDUMBWENDUMBWE HICHO!-We should put into practice the knowledge and skills which we have been given by Dr. Schleicher and Dr. Esther.

The competence of the facilitators of the workshop is highly commendable-knowledgeable, wise, caring, critical but cautious, professionals but friendly and accommodating but firm in their decision. They took us through the odious task of teaching novice lower learners and transformed us to Advance high learners (REFLECTIVE TEACHERS). For that and many more, I say, KONGOLE! Dr, Schleicher and Dr. Esther! May God bless you abundantly for SADAKA TUN JAARIYA!," **Khalid Kitito, 2016 Summer Institute Workshop**

"Thank you all instructors and students for all your valuable time. I came to this program with little knowledge. I read about the five Cs and the three modes of communication for me it was just a theory, but now it is a reality and it will be implemented in my teaching. During the course we had our ups and downs. thanks for our instructors and our colleagues by holding each other hands. the first day when I met Dr Schleicher she told me I will be happy that I choose this program. thank you all for your support and knowlege," **Omayma Alkhatib, 2015 NCOLCTL Startalk**

"Startalk - in my mind, there is no doubt that it is a "star"! Our group came in as rookies who struck out a few times and came out of it with some home runs and grand slams! That is what Startalk is all about, to train us well and to ensure that we leave here with the right skills in our

satchel to go around the country and teach our students to become proficient in Swahili. That is our goal now," **Farida Doherty, Boston Public Schools, 2012 Startalk: Summer Swahili Professional Development Program**

"Every day comes with a new ideas and something to learn. Importantly, the workshop participants have proved a great improvement in their teaching profession. We have gained so much words of wisdom from our special guest. It was an opportunity to have such a privilege and honor. The one thing that is left for us is to implement all that we have learned and acquired. We should remain ambassadors that will spread the word that the pioneers of this journey have started,"
Mustapha Hashim Kurfi, 2017 Summer Institute Workshop

"The Startalk program gave us vital skills necessary for effective foreign language teaching, and more so Swahili language. Since most of the participants were used to a traditional approach of teaching, our instructor's lessons prepared us for our mico-teaching because we were able to use the proficiency- based approach. Most of the participants had not used the Backward Curriculum Design in their teaching previously. Furthermore, some had very little experience teaching Swahili as a foreign language; but feedback on their teaching activities made our micro-teaching experience enjoyable," **Dr. Elizabeth Kalu 2013 Startalk: Summer Swahili Professional Development Program**

"I would love to particularly thank Dr. Schleicher who made me feel welcome as a person who is not in the academia. I felt like I was in the wrong place and felt that this was not meant for me. I want to appreciate the fact that she made me come here. Even when I did not think that I could come because of my own circumstances of running a new business, she told me that I had to be here. I came here with the intention of not only learning to teach my language better to kids but also to try to recruit her to be a mentor for me," **Lande Sanusi, C.A.K.E Village Chicago, 2014 Summer Institute Program**

"We admired the way the five C's of Standards were repackaged into three D's in the context of Backward Design. The reformulation of the five goals in three D's helped us develop an understanding that culture is what drives the big ideas and themes since enduring understandings and essential questions are developed through cultural perspectives. In this new perspective, communication determines the assessment mode while connections, communities, and comparisons demonstrate what learners know and are able to do with language within a cultural context" **Jonathan Choti, Michigan State University 2014 Leadership Performance Institute.**

"My name is Tiwa Ajeigbe and I'm here from Houston, Texas. It's a pleasure for me to be here and give a reflection for this NALRC Summer Institute Program for African language instructors. Unlike most of my colleagues here, I do not come from the umbrella of a traditional institution. I have an engineering background, however my journey into this language world started with my own journey to get my children to speak my language. And, given that they are American kids with African heritage, I tried to be intentional and to

research other cultures, but I wasn't as successful. I realized our culture, the Yoruba especially, didn't transfer; many people would understand, but would not be able to speak. So I started to research other culture, why other cultures were more successful than others and it was through my research and resources that I decided to start the company Yoruba by Oodles of Fun Kids Co. So, Oodles of Fun Kids Co. existed, but then we started a company "Yoruba by Oodles of Fun". I had taken up the task, it was just a personal task, to intentionally try to give children, my children and other children, avenues to learn to love the language--which mean you will deliver the language in a form the will enjoy. So, in time interest from other parents started to pick up and we started doing weekend camps in two locations in Texas.

So, Yoruba by Oodles of Fun is out to create resources and to encourage the kids to be proud of their heritage, teach them Yoruba, then create a community for them to have fun and come together and just be themselves. However, as I continue to research and I was determined to find out more about how this this could be successful, that was when I stumbled upon Professor Schleicher and her work. So, I reached out to her in faith, she didn't know me from anywhere and I didn't know her, and she welcomed me with open arms. Through email we corresponded--and I'm sure she was a little skeptical at first--but it turned out to be perfect timing. She invited me to attend this summer institute, telling me that this was going to be an amazing experience. Of course from my end as well, when she gave me that invitation, I didn't know what to expect; especially when she said there were going to be a lot of institutional people. In fact, when they sent me the invitation it asked "who is sponsoring me from my university" and I asked myself "what am I supposed to do with that information?"

But, anyways, I went ahead and went self-funded and this program became a leap of faith. Now, obviously and without a doubt, this has been an amazing experience. I guess my conclusion would be: not only did I make the right decision, but it was worth every penny and it was life-changing for me. We trained, obviously, and we talked about 'backwards curriculum', roles, performance objectives, proficiency targets, making sure we are using comprehensible inputs--all those things we are dreaming about now! We talked about making sure we had a student-centered classroom, a structured lesson plan, self-reflection; so many things, it was a packed workshop! Yes, we got tired, but it was absolutely worth the time and the effort that we put into it. I especially cherished the practice and the peer critiques and professor critiques that we had, and how the instructors made sure that we were able to apply most of the things that we learned. I am sure that all of here ticked "I can do it with confidence" on every item in the course review sheets!

I especially came into this workshop with high skepticism for the concept of using the target language 90% of the time, I didn't think that was possible. But I can stand here today and say that I can effectively teach this language using the target language 100% of the time!

Another thing that was especially unique about this program is that not only were we instructor trainees, but we were also novice language learners. I can now say that I can communicate in three languages--at the novice level--and I am now more inspired to take up learning a language and see if I can complete it. But even more valuable was how it allowed us to put ourselves in the shoes of the people we are going to be teaching, and now we can, as

instructor, self-reflect on what our students go through while they are learning languages; and that has made us better instructors as well, because this thing is actually not as easy as a lot of us thought it was.

So, on that note, I would first of all like to thank professor Schleicher for this opportunity she has given to me, to attend this workshop. I would like to thank you for your commitment to this field, to this cause, to the African language community. I can see your passion when you speak and in the fact that you are trying to train people that are coming behind, to pass on the baton. The principles that you are helping us to apply, which are very common sense and practical, and the fact that you are even open to new ideas, even from people that are new into this world, like me, you will still consider what we have to say. So I want to say thank you, very much, for your contribution. And, of course, I would like to say a big "thank you" to malimu Esther. I want to say thank you for setting high standards. You were there to whip us into shape! You gave us projects and assignments and made sure there was no room for slacking. And thank you for your enthusiasm and for being interested in learning new languages from us. We had very good conversations on how African languages and the community need to support each other. We are stronger together, one Africa, and appreciate that I have seen you live and work this idea.

Finally, this program for me has been invaluable. I want to thank all my classmates and the Training of Trainers fellows, you are all amazing. We have worked hard and we formed professional bonds and lifelong friendships. Thank you!"

Tiwa Ajeigbe, Oodles of Fun Kids Co. (Yoruba) Summer Institute Workshop 2018

APPENDIX C3: List of Participants that have benefitted from National African Language Resource Center (NALRC) activities

NALRC Program Attendees

2010 Summer Institute attendees

Telahun Gebrehiwot	Harvard & Boston University	Amharic
Abiyot Debebe Seifu	University of Florida	Amharic
Sofia Samatar	University of Wisconsin, Madison	Arabic
Tarek Ziadna	University of Wisconsin, Madison	Arabic
LaKeisha Caples	University of Wisconsin, Madison	Kiswahili
Anna Chikoti	University of Wisconsin, Madison	Kiswahili
Jecha Haji Jecha	Indiana University	Kiswahili
Lydiah Kananu Kiramba	University of Illinois	Kiswahili
Ramadhan A. Kututwa	University of Howard	Kiswahili
Nuru Magoma	Dept. of State of Foreign Service Inst.	Kiswahili
Abdul Nanji	Cornell University	Kiswahili
James G. Njoroge	University of California, Berkeley	Kiswahili
Scott M. Edmondson	University of Michigan	Twi
Alex M. Zito	Boston University	Wolof
Gabriel O. Ayoola	University of Wisconsin, Madison	Yoruba
Fehintola Masadomi	University of Texas, Austin	Yoruba
Clement Oyeleke Odoje	University of Wisconsin, Madison	Yoruba
Olusegun Soetan	University of Wisconsin, Madison	Yoruba
Sindisiwe Lorraine Lekoba	Indiana University	Zulu
Doctor M. Katamzi	Boston University	Zulu

2010 Swahili Startalk Participants

Christine Nyanda CHACHA	University of California, Berkeley
Catherine CUTCHER	Ohio University
Mary Kagure GATHOGO	Ohio University
Michael Mwangi KARIUKI	University of Kansas
Lydiah Kananu KIRAMBA	University of Illinois
Leonora Anyango KIVUVA	University of Pittsburgh
David Wambua KYEU	University of Wisconsin-Madison
Martha Moraa MICHIEKA	East Tennessee State University
Peter Nderitu MWANG	Ohio University,
James G. NJOROGE	University of California, Berkeley
Joseph OMWAMBA	University of California, Berkeley

2011 Summer Institute attendees

Emoubonuvie M. Ajiboye	Delta State University	Urhobo
Peter Mwangi	St. Lawrence University	Swahili
Thelma Tshesane	University of Witwatersrand	Sesotho
Ablaye Diakite	Boston University	Wolof
Galen Sibanda	Stanford University	Zulu
Barbara Tetteh	University of Ghana	Ga/Akan Twi
Bongani Mbatha	University of Wisconsin, Madison	Zulu
Samuel Kofi Darkwa	University of Wisconsin, Madison	Akan Twi
Adeola Agoke	University of Wisconsin, Madison	Yoruba
Mor Gueye	University of Illinois, Urbana Champ.	Wolof
Mbhekiseni Madela	University of Illinois, Urbana Champ.	Zulu
Filipo Lubua	University of Wisconsin, Madison	Swahili
Jennifer Rosenbush	Boston University	Zulu
Thulani John Mbuli	University of Zululand	Zulu
Ntandoni Gloria Biyela	University of Zululand	Zulu
Oumar Ba	University of Florida	Wolof
Lincoln Zamokwakhe Khumalo	University of Zululand	Zulu
Omar Hashi	University of Florida	Somali

2011 Swahili Startalk Participants

Aaron Rosenburg	El Colegio de Mexico
Belinda Mlingo	International Center for Language Studies
Clara Momanyi	Catholic University of East Africa
Esther Lisanza	University of North Carolina
Geofred Osoro	Kansas State University
Jay Boss Rubin	Union College
Josphat Waruhiu	Portland State University
Joyce Mmari	Columbus University
Judith Mmari	Boston University
Maina Mutonya	El Colegio de Mexico
Samuel Mukoma	University of San Francisco
Susana Nkurlu	University of Georgia, Athens

2011 Summer Technology Workshop Participants

Buyiswa Mini	University of Florida	Isixhosa
Teles Machibaya	University of Arizona	Swahili
Kazeem Sanuth	University of Wisconsin	Yoruba
Paap Alasane Sow	University of California, Berkeley	Wolof
Said Hannouchi	University of Wisconsin	Arabic
Adeolu Ademoyo	Cornell University	Yoruba
Hicham El Majdi	University of Wisconsin	Arabic
Sami Alkyam	University of Wisconsin	Arabic
Sadam Issa	University of Wisconsin	Arabic

2012 Summer Institute attendees

Oluwabunmi Opeyemi Oyebode	Obafemi Awolowo University	Yoruba
Judith Namayengo	University of Wisconsin, Madison	Swahili
Emmanuel Amo Ofori	University of Florida, Gainesville	Akan/Twi
Taiwo Aderemi Olunlade	Lagos State University	Yoruba
Brenda Wawire	University of Mississippi	Swahili
Onibon Nosiru O.	Lagos State University	Arabic
John Muchira	University of Mississippi	Swahili
Makda Weatherspoon	Cornell University	Arabic
Mustapha Hashim Kurfi	Boston University	Hausa
Philothe Kabasele Mwamba	University of Illinois Urbana Champ	Swahili/Lingala
Hicham Assaoui	University of Arizona	Arabic
Oladipupo Oyeleye	University of Wisconsin, Madison	Yoruba
Chifundo Colleta Zimba Muyombe	University of N. Carolina, Chapel Hill	Chichewa
Moradeke Aderibigbe Abimbola	University of Georgia, Athens	Yoruba

2012 Swahili Startalk Participants

Anne Waliaula	University of Wisconsin, Madison
Jonathan Choti	Michigan State University
John Muchira	University of Mississippi
Brenda Wawire	University of Mississippi
Elias Magembe	Foreign Service Institute
Farida Doherty	Boston Public Schools
Edwin Okong'O	University of California, Berkeley
Carolyne Aru	Bridgewater State University
Jane Clayton	Columbia University

NALRC Joint LRC Workshop Participants 2012

Andrea Juhasz	Dari	ESL
Batuhan Bozdogan	Dutch	CEUS
Colleen Ryan	English	Italian Language Program

Esther Ham	English	Germanic Studies
Fabienne N. Diouf	Estonian	African Studies
Gedun Rabsal	Farsi	CEUS
Gergana May	Finnish	Norwegian Language and Scandanavian Culture
Gulnisa Nazarova	Hungarian	CEUS/CeLCAR
Leslie Gabriele	Italian	ESL
Malik Hodjaev	Mongolian	CEUS
Mikko Taurama	Norwegian	CEUS
Pibii-Kai Kivik	Pashto	CEUS (Language Coordinator)
Rahman Arman	Russian/ESL	CEUS/CeLCAR
Rahmon Inomkhojayev	Tibetan	CEUS/CeLCAR
Shahyar Daneshgar	Turkish	CEUS
Sibel Crum	Turkish	CEUS
Sofiya Asher	Turkish	Slavic Languages and Literatures and Intensive English Program
Tserenchunt Legden	Turkish/Uzbek	CEUS
Umida Khikmatillaeva	Uyghur	CEUS
Valeria Varga	Uzbek	CEUS
Zeynep Elbasan	Wolof	CEUS

2013 Summer Institute Attendees

Abdussalam Ahmed Shehu	University of Ilorin, Nigeria	Arabic
Amisi, Ndalegwa	St. Lawrence University, Canton NY	Swahili
Madsen, Kimberly	Indiana University, Bloomington	Russia
Makame, Kijakazi	The State Uni. of Zanzibar, Tanzania	Swahili
Mwingira, Margaret	Indiana University, Bloomington	Swahili
Tadesse, Mehret	Second Language Testing Inc.	Amharic
Umeana, Felix Peter	Michigan State University	Yoruba
Cemil Kurt Ankara	University, Tomer	
Ahmed Muezzin	University of Wisconsin, Madison	Arabic
Lesetla Mpolokeng	Indiana University, Bloomington	Swahili

2013 Leadership Performance Institute Participants

Akinsola Ogundeji	Language Independent Consultant	Yoruba
David Adu-Amankwah	Indiana University, Bloomington	Akan
Gabriel Ayoola	University of Wisconsin,Madison	Yoruba
Galen Sibanda	Michigan State University	Shona/Zulu
Geofred Osoro	Wellesley College, Wellesley	Swahili
Harrison Adeniyi	Lagos State University, Nigeria	Yoruba
Idris Abubakar	Michigan State University	Hausa
Kazeem K Sanuth	University of Wisconsin,Madison	Yoruba
Mariame Iyane Sy	Columbia University, New York	Pulaar/Wolof
Mor Gueye	University of Illinois, Urbana Champ.	Wolof
Olusegun Soetan	University of Wisconsin-Madison	Yoruba

2013 Swahili Startalk Participants

Asha Nyanganyi	Association of Tanzania Community
Asteria Hyera	Association of Tanzania Community
Bernadeta Kaiza	Association of Tanzania Community
David Mfitundinda	Indiana University
Elizabeth Kalu	University of Indiana, Pennsylvania
Filipo Lubua	Ohio University, Athens
Geofred Osoro	Wellesley College, Boston
Magdy Ziyadah	Ittihad University - UAE
Mehret Tadesse	Ethiopian Community Center, DC
Serah Shani	Columbia University
Sylvia Nyegenye	Ohio University, Athens

NALRC Joint LRC Workshop Participants 2013

Colleen Ryan	Italian	Italian Language Program
Pibii-Kai Kivik	Estonian	CEUS (Language Coordinator)
Umida Khikmatillaeva	Turkish/Uzbek	CEUS
Valeria Varga	Hungarian	CEUS
Mikko Taurama	Finnish	CEUS
Gedun Rabsal	Tibetan	CEUS
Tserenchunt Legden	Mongolian	CEUS
Shahyar Daneshgar	Farsi	CEUS
Rahman Arman	Dari	CEUS/CeLCAR
Gulnisa Nazarova	Uyghur	CEUS/CeLCAR
Rahmon Inomkhojayev	Pashto	CEUS/CeLCAR
Batuhan Bozdogan	Turkish	CEUS
Sofiya Asher	Russian/ESL	Slavic Languages and Literatures and Intensive English Program
Zeynep Elbasan	Turkish	CEUS
Gergana May	Norwegian	Norwegian Language and Scandanavian Culture
Leslie Gabriele	English	ESL
Fabienne N. Diouf	Wolof	African Studies
Esther Ham	Dutch	Germanic Studies

2014 Summer Institute attendees

Abubakar Idris	Michigan State University	Hausa
Adeniyi Akangbe	University of Ibadan, Nigeria	Yoruba
Adeyemi Adeyinka	University of Ibadan, Nigeria	Yoruba
Deogratias Tungaraza	Indiana University	Swahili
Edwin Okong'O	University of California, Berkeley	Swahili
Francis Mwanzia	Indiana University	Swahili
Islamiyyah Sanusi	C.A.K.E. Village	Yoruba
Khady Diene	University of Maryland	Wolof
Nneka Agba	Boston University	Igbo
Sekinat Arimiyau	Lagos State University	Arabic
Taiwo Ehineni	Indiana University	Yoruba
Wasan Tawfeeq	Florida State University	Arabic

2014 Leadership Performance Institute Participants

Adeola Agoke	University of Wisconsin Madison	Yoruba
Ahmad Muezzin	University of Wisconsin Madison	Arabic
Asteria Hyera	Assoc. of Tanzanian Community	Swahili
Barbara Tetteh	Barbette Language Center	Akan
Emuobonuvie Ajiboye	Delta State University- Nigeria	Urhobo
Fehintola Mosadomi	University of Texas Austin	Yoruba
Felix Umeana	Michigan State University	Yoruba
John Muchira	Florida State University	Swahili
Jonathan Choti	Michigan State University	Swahili
Margaret P Mwingira	Indiana University	Swahili
Thelma M.J. Tshesane	Wits School of Education, S. Africa	Sesotho

2015 Conference Exhibitors

SCOLA
Center for Language Excellence
IU CIBER
ICA Language Services

Institute of International Education
Central Intelligence Agency
The Language Flagship

2015 Summer Institute attendees

Arfang Dabo	Michigan State University	Wolof
FATOKUN, William Funmiso	Federal College of Education	Yoruba
Itoro Michael	University of Uyo	Ibibio
Lamine Diallo	Boston University	Wolof
Mohamed Mwamzandi	UNC Chapel Hill	Swahili
Mudasiru Abayomi	Federal College of Education	Yoruba
Usman Ahmad	Indiana University	Hausa
Victor Alabi	Indiana University	Yoruba
Zeid Omar	Suza University, Tanzania	Swahili

2016 Conference Exhibitors

POLYGOT
Center for Language Excellence
Avant Assessment
IU CIBER
CONCORDIA LANGUAGE VILLAGES
Institute of International Education
National Language Service Corps

2016 Summer Institute attendees

Aderibigbe Moronmubo	Federal College of Education, Nigeria	Yorùbá
Ajiboye Emuobonuvie	DeltaState University, Abraka, Nigeria	Urhobo
Dube-Makoni Sibusisiwe	Pennsylavania State University	Zulu
Hagos Werede	University of Florida	Amharic
Kavaya Susan	Indiana University	Swahili
Kitito Khalid	St. Lawrence University	Swahili
Lasisi Falilatu	The C.A.K.E. Village	Yorùbá
Loy Neema	University of Mississippi	Swahili
Mustapha Mohammed	University of Florida	Akan Twi
Obiri-Mainoo Prince M	Boston University	Akan Twi
Sow Amadou	Indiana University	Bamanankan
Wawire Gorrety	University of Mississippi	Swahili
Zungu Zotha	University of Florida	Zulu
Dlamini Betty	Indiana University	Zulu

2017 Conference Exhibitors

Center for Language Excellence
Avant Assessment
IU CIBER
Mango Languages
Michigan State University Press
Central Intelligence Agency
National Language Service Corps

2017 Summer Institute attendees

Akiding	Magdalyne Oguti	Ohio University	Swahili
Aluso	Salome	Ohio University	Swahili
Rasheed	Omolola Bayo	Howard University	Yoruba
Bimpong	William Kesse	Ohio University	Swahili
Dampha	Musa	Ohio University	Wolof
Diallo	Mouhamadou L	Boston University	Wolof
Okyere	Joshua	Ohio University	Akan (Twi)
Osuke	Mercy Namikoye	University of North Carolina	Swahili
Hashim	Mustapha Kurfi	Boston University	Hausa
Ndimele	Roseline	Abia State University, Uturu	Igbo
Aluko	Yewande	Indiana University	Yoruba

Wawire   **Brenda**   Florida State University   Swahili

7000 Language Project Participants

Mwanzia	**Francis**	Swahili
Adu-Amankwah	**David**	Twi
Mfitundinda	**David**	Kinyarwanda
Okelo	**Beatrice N.**	Luo
Omar	**Alwiya Saleh**	Swahili
Tungaraza	**Deo**	Echijita
Schleicher	**Antonia Yetunde**	Yoruba
Ehineni	**Taiwo Oluwaseun**	Yoruba
Chen	**Yea-Fen**	Mandarin
Lesetla	**Mpolokeng**	Sesotho
Mohammad	**Umar**	Hausa
Ketineni	**Venkata Sreeja**	Telugu
Nyakato	**Joyce Sendere**	Luganda
Safi	**Froozan**	Farsi
Amoah	**Nana**	Akan
Rastogi	**Tulika**	Hindi
Diouf	**Fabienne Ngone**	Wolof
Sow	**Amadou Beidy**	Bamanankan

2018 Conference Exhibitors

Institute of International Education
National Security Education Program
University of Maryland Arabic and Persian Programs
Central Intelligence Agency
National Language Service Corps
Youth for Understanding USA
Avant Assessment
African Language Consultants
IU CIBER

2018 Summer Institute Attendees

Ajeigbe	**Tiwa**	Oodles of Fun Kids Co.	Yoruba
Akinwole	**Tolulope**	University of Wisconsin, Madison	Swahili
Ayobami	**Ajibade Matthew**	Indiana University, Bloomington	Yoruba
Gumbi	**Bonginkosi**	University of Florida	Zulu
Kimokoti	**Agnes**	The Five College Center for the Study of World Languages, MA	Swahili
Maisha	**Felicien Masanga**	University of Florida	Swahili
Muniko	**Mwita**	University of Wisconsin, Madison	Swahili
Mwaluka	**Imelda**	Indiana University, Bloomington	Swahili
Ogunya	**Oluwafunke Brinda**	Florida State University	Yoruba

2018 Training of Trainers Attendees

Alramadan	**Iman**	Indiana University, Bloomington	Arabic
Soetan	**Olusegun**	University of Wisconsin, Madison	Yoruba
Wawire	**Brenda**	University of Kansas	Swahili

APPENDIX C4: Institutions/Center where NALRC Materials are used Nationwide

	Universities/ Institutions/Centers that Use NALRC Materials Nationwide (Distribution)			
1	African Languages Linguistic and Languages	Michigan State University	Abdul Salau	5173530746
2	152-Winston-Salem St. University Bookstore	Thompson Student Service Center, NC	John Connerton	336-750-2880
3	Ackerman Union f New Jersey	New Text Department, LOS ANGELES CA		3102060778
4	Acquisition Dept. Wellesley College	Wellesley, Massachusetts,	Kimberly Shaw	
5	ACTFL	ALEXANDRIA, VI	Altavese Dilworth	
6	African & Middle Eastern Lang & Lit	Stanford University, STANFORD CA		650-723-9544
7	African Studies Center	Boston University	Fallou Ngom	
8	African Studies Center	Indiana University	Alwiya Omar	
9	African Studies Center	University of Pennsylvania	Audrey Mbjeje	
10	African Studies Center	University of Florida	Ardiniece Caudle	
11	African Studies Center	University of Pennsylvania	Joyce Mathangwane	
12	Africana Studies & Research Center	Cornell University	Adeolu Ademoyo	
13	AISO LIBRARY,DLIFLC	MONTEREY, CA		
14	American Councils	Washington DC	Armine Poghikyan	
15	American Litho	Milwaukee, Wisconsin		
16	American University Campus Store	WASHINGTON, DC	Matthew Arnold	202-885-6301
17	Amherst College	AMHERST, MA	Darienne M. Madlala	
18	Bain & Co	NEW YORK NY	Annemieke Homan	
19	Barnes & Noble 396, University Bookstore	BATON ROUGE LA		(225) 578-5137
20	Barnes & Noble Bookstore	COLUMBUS OH		6142472000
21	Barnes and Noble College Bookstore	BLOOMINGTON IN	Liz Debidin	812-855-9629
22	Barnes and Noble Store #8083	Whitworth University Bookstore	Tracy L. Steinert	509-777-4787
23	Bay Foreign Language Books	SBS Worldwide, INC.- Chicago		
24	Berlitz Learning Center	San Diego, CA	Jose Guerrera	6192966700
25	Binghamton University Bookstore	BINGHAMTON NY		607 777 2745

26	Binghamton University Bookstore	BINGHAMTON, NY	Peter Checkett	6077772745
27	Blackwell Book Services	BLACKWOOD NJ	Kim Biddison	856-228-8900
28	BOYD PRINTING COMPANY, INC.	ALBANY NY	Carl Johnson	5184369686
29	Brookhaven College DCCC 606	FARMERS BRANCH TX		972-484-7652
30	BRYAN MAWR College Bookstore	Bryn Mawr PA		
31	Cape Cod Comm. College-Art/Com Dept	WEST BARNSTABLE MA	Prof. Valenzuela	
32	CCMI	LANSDOWNE PA	Robert Lacy	610-400-5228
33	CDman Optical Discs Ltd	CITY OF COMMERCE CA		:604-261-8314
34	Church World Service	POMONA CA		
35	Columbia University Bookstore	NEW YORK NY		
36	Connor Sport Court International	SALT LAKE CITY UT	Debra Jones	
37	Control Receiving	Fayette State University	Yali Li	
38	Cornell Store Warehouse	ITHACA NY		
39	COURIER PRINTING CORPORATION	DEPOSIT NY		607-467-2191
40	Coutts Information Services	LA VERGNE TN		
41	Defense Language Institute	ALEXANDRIA, Virginia	Scott McGinnis e	705-325-0985
42	Department of Defense	FORT GEORGE G MEADE MD	Brendan Langdon	410-854-7051
43	Department of Linguistics	Monclair State University, MONTCLAIR NJ	Anna Feldman	
44	Department of Middle Eastern Studies	University of Texas at Austin	Nader Morkus	512-471-3187
45	Department of Spanish and Italian	MONTCLAIR NJ	Diana Guemarez-Cruz	
46	Department of Treasury	Internal Revenue Service, OGDEN UT		
47	Dept African American & Afric. Studies	Ohio State University	Dr. Kelechi Kalu	614 292 3700
48	Dept. Modern Lang. and Linguistics	UMBC Campus, BALTIMORE MD	Omar Ka	410-455-2998
49	Dept. of AMESALL	Rutgers, the State University of NJ	Moses Mabayoje	
50	Dept. of Asian & Near Eastern Lang.	Brigham Young University, Provo UT	Julie Damion	
51	Dept. of Culture and Communication	Drexel University, PHILADELPHIA PA	Rachel Reynolds	
52	DICTYON Language Services	GREENBELT, Meryland	Raffaella Luciani	301-614-0527
53	Diplomatic Language Services	ARLINGTON VA	Jill Carlson	
54	Diplomatic Language Services	Arlington, Virginia	Steve Fleming	(703) 243-4855
55	Distribooks	Skokie, IL		

56	Duke University Textbook Store	Duke University, DURHAM NC	Linda Smit	919-684-4283
57	Ep Ipswich.	Editorial Dept, IPSWICH MA		
58	Five College Center for the Study	University of Massachusetts	Gretchen Fiordalice	413 545-3453
59	Follett Store #446, University of Kentucky Bookstore	University Of Kentucky, Lexington KY		
60	Follett Store #554, Cal Student Bookstore	BERKELEY CA		5106429000 x683
61	Follett Store #582, Washington Univ. Campus Store	SAINT LOUIS MO		
62	Follett Store #873	Leavey Center Bookstore. Washington DC		
63	George Mason Univ. Bookstore	FAIRFAX VA		220304422
64	Georgetown University	WASHINGTON DC		-5654
65	Georgia Institute of Technology	Atlanta, GA	Paulette Richardson	
66	Global Academic Publishing	BINGHAMTON NY		
67	Graduate School of Education	University of Pennsylvania	Kathryn Howard	
68	Harvard College Library	CAMBRIDGE MA		
69	High Desert State Prison	SUSANVILLE CA		
70	Howard University	Howard Plaza Towers	Ms. Shari Gardner	323-547-7226
71	ILC FOUR	FORT WORTH TX		8179842533
72	Illini Union Bookstore	CHAMPAIGN IL		
73	Infotrieve, Inc.	WILTON, Connecticut		Matthew Perrie
74	INTEGRATED BOOK TECHNOLOGY	TROY NY	Jennifer Barry	518-271-5117
75	Iowa Book LLC	IOWA CITY IA		319-337-4188
76	IU Memorial Union Bookstore	Indiana University, IN		
77	Kalamazoo College Bookstore	KALAMAZOO MI		269-337-7318
78	Kansas African Studies Center	LAWRENCE KS	Craig Pearman	
79	Katahdin Woods Leasing Office	LEXINGTON, Massachusetts	Michael Romanowski	512-466-5851
80	Labyrinth Books	PRINCETON NJ	Annie Farrell	6094971600
81	Language Center	Emory University, Atlanta, GA	Jose Rodriguez	404-727-9351
82	Lewis and Clark College	PORTLAND OR	Tim Mechlinski	503-768-7748
83	MEP	SKOKIE IL		
84	Michigan Book & Supply	ANN ARBOR MI		

85	National Security Agency	FORT GEORGE G MEADE MD	Diane Varieeur	
86	National Security Education Program	Inst. of International Education WASHINGTON DC	Language Flagship	202-898-0600
87	New Museum	New York, NY	Heather Corcoran	212-219-1288
88	NIU Bookstore	Northern Ilinois University, DeKalb IL		815-753-9878
89	Orange and Blue	GAINESVILLE FL	Kenny	3523778358
90	Portland State University Bookstore	PORTLAND OR		502-226-2631
91	Program / Grants Manager (NES)	Princeton, NJ	Chrisine Riley	609-258-4272
92	Riyadh Al Ahmady SSI	Imperial Beach, CA	Ramzy Haddad	(301) 540-8864
93	Rutgers University Stores	NEW BRUNSWICK, NJ		732-867-0113
94	School of Int. Letters and Culture	ARIZONA STATE UNIVERSITY	Danko Sipka	852870001
95	Serials Dept. Green Library	Stanford University, Stanford CA		
96	Sheraton Madison Hotel	MADISON W	Kristh Cabrera	608-234-1021
97	SLU Bookstore	CANTON NY		
98	Smithsonian Natl Musuem of Afr.Art	WASHINGTON, DC	Nicole Shivers	2026334636
99	Student Book Exchange	COLUMBUS OH		614-291-9528
100	Student Book Exchange - OSU	COLUMBUS, OH	Julian Heatwol	6142919528
101	Student Bookstore	EAST LANSING MI		5173514210
102	Student Center, Morgan State Univ	Morgan State Univ. Bookstore, BALTIMORE MD		
103	Suny Stony Brook	Stony Brook, NY	Judy Stahl	631 632-6543
104	T.I.S. Bookstore	BLOOMINGTON IN		812-332-3306
105	T.I.S. College Bookstore	University of Illinois		517-849-2117
106	The Book House	JONESVILLE MI		
107	The CAKE Village	EAST DUNDEE, IL	Lande Sanusi	
108	The Cornell Store Warehouse	ITHACA NY		
109	The Duck Store	University of Oregon, EUGENE OR	Bruce Lundy	
110	The Harvard Coop Bookstore	CAMBRIDGE, Massachusetts	Brian	617-499-2223
111	The State University o UCLA Bookstore	Aquisition Dept.Library	Janet	732-445-5888
112	Turner Construction	SHELTON, Connecticut	Kristine Ba	
113	Ulrich Bookstore	ANN ARBOR MI		
114	UNC Student Stores	University of NC at Chapel Hill	Nestor Leon	919-962-9721

115	University Book Store	SEATTLE WA		206-634-3400
116	University Bookstore Inc.	KALAMAZOO MI		269-375-7998
117	University of Alabama	Dept of CL, TUSCALOOSA AL	Marry Ann Smith	205-799-3095
118	University of Arizona Bookstores	TUCSON AZ		520-621-2426
119	University of Arkansas	FAYETTEVILLE AR		
120	University of Arkansas	FAYETTEVILLE, Arkansas	Ricky Carney	4795757760
121	University of Colorado - AATJ	BOULDER, Colorado	Susan Schmidt	303-492-5487
122	UNIVERSITY OF FLORIDA	Center for African	Charles Bwenge	(352)-392-6232
123	University of Florida Bookstore	Gainesville FL	Tom Larson	352-392-0194
124	University of Georgia	University of Georgia Bookstore	Robert Newsome	706-542-3171
125	University of Illinois	Textbook Department, CHAMPAIGN IL	Shirley Barnhart	
126	University of Iowa Libraries	Serials Acquisitions, University of Iowa		
127	University of Minnesota Bookstore	MINNEAPOLIS MN		612-625-5362
128	University of Minnesota Bookstore	MINNEAPOLIS, MN	Karen Weeks	6126255362
129	University of Oregon Bookstore	EUGENE OR	Lee Ann Erickson	541-434-3229
130	University of Ottawa	Ottowa ON K1N6N5, Canada	Richard Barwell	613-562-5800 x6797
131	University of Pennsylvania Penn Bookstore	PHILADELPHIA PA		215-898-4500
132	University of Pittsburgh	Pittsburgh PA	Macrina Lelei	
133	University of Virginia	Department of Anthropology	Michael Wairungu	(434)924-7044
134	University of Wisconsin	African Studies		
135	US Dept. of State NFATC: FSI/SLS	ARLINGTON VA	Mark Bruce	703-746-2360
136	USAID	Dulles, Virginia	Edward J. Hopkins	404-375-6744
137	Village Commons Bookstore	DEKALB IL	Linda Christensen	815-758-0613
138	Vroman's Bookstore	PASADENA CA		(626)449-5320
139	Washington University	ST. LOUIS, MO	Roshonda Butler	314-935-8556
140	Whitworth University Bookstore	Whitworth University, POKANE WA		
141	Winston Salem State Univ Bookstore	Winston Salem, NC		
142	Woodland/IBS	BAYONNE NJ		
143	Yale University	NEW HAVEN, Connecticut	Nailil Muna Yusak	
144	Yamada Language Center	University of Oregon	Jeff Magoto	541-346-5299

145	YBP Library Services	CONTOOCOOK NH		

146	University of North Carolina	Chapel Hill, NC	George Morgan
147	IU Bookstore Warehouse	Bloomington, IN	
148	University of Florida, Center for African Studies	Gainesville, FL	Kehinde Ojo
149	Cambridge University	Cambridge, UK	Emma Furuta
150	University of Oregon	Eugene, OR	Alysen Kaser
151	Baylor University Bookstaore	Waco, TX	
152	World of Reading Books	Atlanta, GA	Cindy Shapiro Tracy
153	University of Minnesota	Minneapolis, MN	Shirley Hellem
154	Student Book Exchange		Kristen Pseekos
155			Folarin Baraka Afolayan
156	U.S. State Department		Mark Brice
157	Barnes & Noble College	Philadelphia, PA	Shane Siefke
158	WMU Bookstore Shops	Kalamazoo, MI	
159	George Mason University Bookstore	Fairfax, VA	Lee SVITZER
160			Kyle Whitley
161	School for International Teaching	Brattleboro, VT	David Shallenberger
162			Constance Jackson
163	University of Wisconsin	Wisconsin	Spencer Wakefield
164	Cornell University	Ithaca, NY	Sara Ellenberger
165	Dietmar Dreier GmbH International Library Suppliers	Duisburg, Germany	

166	T.I.S College Bookstore	Bloomington, IN	Chad Baker
167	San Diego State University	San Diego, CA	Lamba Mohamad-Aziz
168	Spartan Bookstore	East Lansing, MI	
169	Winston Salem State University Bookstore	Winston-Salem, NC	
170	Grinnell College	Grinnell, IA	Claire Moisan
171	The CHC Group Inc.	Syracuse, NY	Cleveland Hughes
172	City of Edmonton	Edmonton, AB	David Bohonos
173	University of Michigan	Ann Arbor, MI	
174			Ramon San Andres
175			Amelia Raines
176			Geoff Sheridan
177			Herbert Neely
178	University of Pittsburgh	Pittsbugh, PA	Carol Reis
179	University of Maryland, Baltimore County	Baltimore, MD	Pat Jenkins
180			Peter Yehl
181			Kwabena Kumah
182			Barbara Sheffels
183	Brigham Young University	Provo, UT	Thomas D. Hirtzel
184	African Language Consultants	Newark, NJ	Genevieve Peprah
185			John Gudelj
186	Ohio State University	Columbus, OH	Camille Kaati
187	Graduate Institute of Applied Linguistics	Dallas, TX	Ryan McDermott

188	Howard University	Washington, D.C.	Kathryn Coney
189	Heifer International	Little Rock, AR	Guilherme Prezotti
190	Indiana University, Bloomington	Bloomington, IN	Avenel Rolfsen
191			Kris Robinson
192			Madalyn Wasilczuk
193	Georgia State University	Atlanta, GA	Yusuf Hayes
194			Sankara Kasanje
195			Abraham Kargbo
196			Barbara Wilson
197			Terry Taylor
198	Columbia University	New York, NY	Matthew Pavlick
199			Chanda Brewer
200			Hanque Amundsen
201	Michigan State University	East Lansing, MI	Lisa Hinds
202			Tiffany Copeland
203			Naseem Jobe
204	Howard University	Washington, D.C.	Janeal Dyer
205	University of North Carolina	Chapel Hill, NC	Stacey Sewall
206			Malcolm Williams
207			Scott Neff
208	University of North Carolina	Chapel Hill, NC	Bryan Dougan

APPENDIX C5: Publications and Multimedia Learning Resources
African Language Material Development and Dissemination
Textbooks published by the NALRC

Let's Speak Series
- Reka Tuyage Kirundi (2017) By Donatien Nsengiyumva
- Tuvuge Ikinyarwanda (2015) By Donatien Nsengiyumva
- Let's Speak Bamanankan (2015) By Amadou Beidy Sow
- Natulande iciBemba (2011) By Shadreck Kondala & Kelvin Mambwe
- Tiyankhule ChiChewa (2011) by David Sani Mwanza & Alick Kadango Bwanali
- Ka Anyị Sụọ Igbo (2011) by Stephen Madu Anurudu & Antonia Folarin Schleicher
- Asikhulume SiSwati (2010) by Betty Sibongile Dlamini
- Asikhulume IsiNdebele (2010) by Anita Mpofu
- Nanu Degg Wolof (2009) by Omar Ka, University of Maryland, Baltimore
- Beto Tuba Kikongo (2008) by Mazemba A. Nzwanga, Ohio State University
- Mu Zanta Da Harshen Hausa (2008) by Ibro Chekaraou, MSU
- Af Soomaali Aan Ku Hadalno (Hadallo) (2007) by Abdullahi Abdinoor, Ohio Univ.
- Bua Sesotho (2006) by Rampasane Chaphole, South Africa
- Ma Yenka Akan (Twi) (2006) by Seth A. Ofori, Indiana University
- Ngatitaure Shona (2006) by Aquilina Mawadza, Zimbabwe
- A Re Bueng Setswana (2005) by Sheila Onkaetse Mmusi, South Africa
- Masikhulume isiZulu (2005) by Thandiwe Nxumalo and Dumisile N Mkhize, UIUC
- Let's Speak Amharic (2005) by Bezza T. Ayalew, Addis Abbaba
- Tósolola na Lingála (2004) by Eyamba Georges Bokamba and Molingo Virginie Bokamba, UIUC
- Dardasha Egyptian Arabic (2004) by Mustapha Mughazy, UIUC
- Tuseme Kiswahili (2003) by F. E. M. K. Senkoro, University of Dar Es Salam
- Je K'A So Yoruba (1993) by Antonia Folarin Schleicher, UW-Madison

Let's Read Series (Intermediate Level)
- Dusome Ikinyarwanda (2016) By Donatien Nsengiyumva
- Ma Yɜnkan Akan Twi (2016) By Seth Antwi Ofori
- Nanu Jàng Wolof (2014) By Mamarame Seck
- Tusome Kiswahili (2006) by Leonard Muaka & Angaluki Muaka
- Ngativerenge Shona (2006) by Aquilina Mawadza
- Je K'A Ka Yoruba (1993) by Antonia Folarin Schleicher

Let's Communicate Series (Advanced Level)
- Jẹ́ Ká Bára Wa Sọ̀rọ̀ ní Yorùbá (2015) By Kọ́lá Owólabí, Àrìnpé Adéjùmọ, Báyọ Adékọlá, Oyè Táíwò, Adésọlá Ọlátẹjú, and Harrison Adéníyí.
- Tuwasiliane Kwa Kiswahili (2006) by Alwiya S. Omar & Leonce F. Rushubirwa

Learners' Reference Grammar Series
- Swahili Learners Reference Grammar 2nd Edition (2006) by Katrina Daly

Thompson and Antonia Folárìn Schleicher
- Amharic Learners' Reference Grammar (2005) by Bezza T. Ayalew
- Shona Learners' Reference Grammar (2005) by Peter Jamali, Antonia Folarin Schleicher & Aquilina Mawadza
- Zulu Learners' Reference Grammar (2005) by Audrey N. Mbeje, U-Penn
- Asante-Twi Learners' Reference Grammar (2003) by by David Adu-Amankwah
- Bamanakan Learners' Reference Grammar (2003) by Amadou Tidiane Fofana & Mamery Traoré
- Pulaar Learners' Reference Grammar (2002) by by Amadou Tidiane Fofana & Antonia Folárìn Schleicher
- Wolof Lexicon and Grammar (2006) by Sana Camara

Others
- African Languages in U.S. Colleges and Universities: Program Development and Administration Guidelines (2002) by Eyamba Bokamba
- Role Play Cards (2002)
- The Pedagogy of African Languages (2000) by Antonia Folarin Schleicher & Lioba Moshi.

Ede: Journal of African Language Learning and Teaching (JALLT)
- JALLT Vol. 1(Spring 2001)

Journal of the African Language Teachers Association (JALTA)
- JALTA Vol. 1 (spring 1999)
- JALTA Vol. 2 (Spring 2000)
- JALTA Vol. 3 (2003)
- JALTA Vol. 6 (Spring 2005)
- JALTA Vol. 7 (Fall 2005)
- JALTA Vol. 8 (Fall 2006)
- JALTA Vol 9 (Fall 2007)
- JALTA Vol. 8 (Spring 2006)
- JALTA Vol. 9 (spring 2007)
- JALTA Lang Specific Kiswahili Vol.1 (Spring 2011)

Journal of the National Council of Less Commonly Taught Languages
- JNCOLCTL Vol. 1 (Spring 2004)
- JNCOLCTL Vol. 2 (Spring 2005)
- JNCOLCTL Vol. 3 (Spring 2006)
- JNCOLCTL Vol. 4 (Spring 2007)
- JNCOLCTL Vol. 5 (Spring 2008)
- JNCOLCTL Vol. 6 (Spring 2009)
- JNCOLCTL Vol. 7 (Fall 2009)
- JNCOLCTL Vol. 8 (Spring 2010)
- JNCOLCTL Vol. 9 (Fall 2010)
- JNCOLCTL Vol 10 (Fall 2011)

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- JNCOLCTL Vol. 11 (Spring 2012)
- JNCOLCTL Vol. 12 (Fall 2012)
- JNCOLCTL Vol. 13 (Spring 2013)
- JNCOLCTL Vol. 14 (Fall 2013)
- JNCOLCTL Vol. 15 (Spring 2014)
- JNCOLCTL Vol. 16 (Fall 2014)
- JNCOLCTL Vol. 17 (Spring 2015)
- JNCOLCTL Vol. 18 (Fall 2015)
- JNCOLCTL Vol. 19 (Spring 2016)
- JNCOLCTL Vol. 20 (Fall 2016)
- JNCOLCTL Vol. 21 (Spring 2017)
- JNCOLCTL Vol. 22 (Fall 2017)
- JNCOLCTL Vol. 23 (2018)

Flash Cards & Audio/Multimedia CDs
- Vocabulary Flash Cards Multimedia CD ROM in 15 African Languages
- Let's Speak Swahili: Tuseme Kiswahili Audio CD-ROM
- Let's Communicate Swahili: Tuwisiliane Kwa Kiswahili Audio CD-ROM
- Let's speak Wolof Audio CD-ROM
- Nanu Dégg Wolof Audio CD-ROM
- Let's Speak Ndebele Audio CD-ROM
- Let's Speak Siswati Audio CD-ROM
- Let's Speak Chichewa Audio CD-ROM
- Let's speak Bemba Audio CD-ROM
- Let's Speak Igbo Audio CD-ROM
- Let's Speak Amharic: Amharic Audio CD-ROM
- Let's Speak Egyptian Arabic: Dardasha Audio CD-ROM
- Je K'A So Yoruba CD-ROM (Elementary)
- Je K'A Ka Yoruba CD-ROM (Intermediate)

NALRC Annual Bulletin
- ULIMI 2000 Vol. 1
- ULIMI 2001 Vol. 2
- ULIMI 2002 Vol. 3
- ULIMI 2003 Vol. 4
- ULIMI 2004 Vol. 5
- ULIMI 2005 Vol. 6
- ULIMI 2006 Vol. 7
- ULIMI 2007 Vol. 8
- ULIMI 2008 Vol. 9
- ULIMI 2009 Vol. 10
- ULIMI 2010 Vol. 11
- ULIMI 2011 Vol. 12

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- ULIMI 2012 Vol. 13
- ULIMI 2013 Vol. 14.
- ULIMI 2014 Vol. 15.
- ULIMI 2015 Vol. 16.
- ULIMI 2016 Vol. 17.
- ULIMI 2017 Vol. 18.

African Language Brochures (90 brochures)
Acholi, Afar, Afrikaans, Amharic, Arabic, Bamana, **Bamileke**, Baoule, **Barber**, **Bassa**, Beti & Ewondo, Bemba, Chichewa, **Chokwe**, Dinka, **Ebira**, Edo, Ewe, Fang, Fon, Fulfuda, Moore & Dioula, **Gbaya**, **Gurage**, Hausa, Ibibio, Idoma, Igbo, Ijaw, IsiXhosa, Kamba, Kikongo, Kikuyu, Kimbundu, Kinyarwanda, Kirundi, Kpelle, Krio, **Kru**, Lango, Lingala, Luganda, Luba, Luo, Maasai, Makhuwa, Makonde, Malagasy, Mandinka, Masaaba, Mende, Meru, **Nama**, Ndebele, Nubian, Nuer, **Nupe**, Oromo, Oshvambo, Pulaar, Runyankore, Sango, **Senufo**, **Sepedi**, **Serer-Sine**, Sesotho, Setswana, Shona, Sidamo, SiSwati, **Soga**, Somali, Soninke, Susu, Swahili, Tamazight, Temne, Teso, Tiv, Tonga, Tigrinya, Tsonga, **Tumbuka**, Twi, **Umbundu**, Venda, Wolof, Yoruba, Zarma, Zende, and Zulu.
****Bold** indicates new publication since 2014

PERFORMANCE MEASURE FORM (PMF) 2018-2022

Key to Priorities	
LRC Competitive Preference Priority 1: Applications that Propose Activities with a Significant Focus on Less Commonly Taught Languages (LCTLs)	**CPP1**
LRC Competitive Preference Priority 2: Collaboration with Minority-Serving Institutions (MSIs) or community colleges	**CPP2**

Project Goal #1: Increase the number of language instructors and language coordinators, including those at MSIs and community colleges (CC), with the content knowledge and pedagogical skills needed to effectively coordinate programs, develop curricula, and teach LCT African Languages. (CPP1, CPP2)

Performance Measures	Activities	Indicators	Timeline	Data Source	Baselines and Targets				
					BL	**T1**	**T2**	**T3**	**T4**
A) Increase the number of language instructors and language coordinators participating in LCT African Language institutes and workshops by 200 by the end of 4 years	Organize professional Development Initiatives for all African Language instructors and coordinators	Number of language instructors and language coordinators who participate in trainings and workshops	Annually	Center Records	40	50	50	50	50

B) Increase the number of language instructors and language coordinators from MSIs and CCs that participate in LCT African Language institutes and workshops by 40 by the end of 4 years	Organize professional Development Initiatives for African Language instructors and coordinators from MSIs and CCs	Number of language instructors and language coordinators from MSIs and CCs who participate in trainings and workshops	Annually	Center Records	5	10	10	10	10
C) Each year a minimum of 80-90% of participating language instructors will report using the content knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching	Provide pedagogical training at Professional Development Workshops and Institutes for African Language instructors	Percentage of language instructors who report using the content knowledge and pedagogical skills learned at the workshops in their subsequent classroom teaching	Annually	Post program (follow-up) survey of participants	-	80	80	85	85

Performance Measures	Activities	Indicators	Timeline	Data Source	BL	T1	T2	T3	T4
		Percentage of language instructors who report using the target language 90% or more of the time in their classroom teaching of LCT African Languages	Annually	Post program (follow-up) survey of participants	-	80	80	85	85
		Percentage of language instructors who report using Backward Curriculum Design in their classroom teaching of LCT African Languages	Annually	Post program (follow-up) survey of participants	-	80	80	85	85

Project Goal #2: Increase the development and dissemination of new effective, research-based teaching materials for teaching and learning LCT African Languages, including targeted dissemination to MSIs and CCs. (CPP1, CPP2)

Performance Measures	Activities	Indicators	Timeline	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4

A) Increase the development of new effective, research-based teaching materials for teaching LCT African Languages by 12 by the end of 4 years	Develop new effective, research-based materials for teaching and learning African Languages	Number of new books developed that meet peer review standards (academic review by scholars in the field)	Annually	Center Records	3	3	3	3	3
	Develop other materials including training videos, audio CD-ROMs and Curriculum and Learning Plans for learning African Languages	Number of other materials, including brochures, training videos, audio CD-ROMs and Curriculum and learning plans developed by the Center	Annually	Center Records	6	6	6	6	6
B) Increase the number of language instructors and other key stakeholders in possession of new effective, research-based teaching materials for	Send complimentary copies of materials developed to African Language instructors	Numbers of new books sold or complimentary copies distributed	Annually	Sales receipts/ Distribution records	30	50	50	50	50

teaching LCT African Languages by 200 the end of 4 years		Number of training videos disseminated to African language instructors (number of times training video is viewed online)	Annually	Center records/ Web analytics	200	300	300	300	300
		Number of persons attending conference presentation(s) related to developing learning plans for teaching LCT African Languages	Annually	Center Records	10	10	10	15	15
C) Increase the numbers of language instructors from MSIs and CCs in possession of new effective, research-based teaching materials for teaching LCT African Languages by 20 by the end of 4 years	Send complimentary copies of new materials to MSIs and CCs African Language instructors	Numbers of new books sold or complimentary copies distributed to MSIs and CCs	Annually	Sales receipts/ Distribution records	5	5	5	5	5
		Number of Learning Plans document disseminated to MSIs	Annually	Center Records	5	8	10	10	10

Project Goal #3: Increase participation in opportunities for research collaboration and knowledge production related to African Languages. (CPP1)									
Performance Measures	**Activities**	**Indicators**	**Timeline**	**Data Source**	**Baselines and Targets**				
					BL	**T1**	**T2**	**T3**	**T4**
A) Increase the participation of Teaching Assistants (TAs) in African Language conferences focused on research collaboration and knowledge production by 120 by the end of 4 years	Organize ALTA and NCOLCTL conferences to create an avenue for African Language TAs to discuss their research and collaborate on research and knowledge production	Numbers of TAs attending ALTA or NCOLCTL conferences	Annually	ALTA/NCOLCTL conference records of attendees	20	25	30	30	35
B) Increase the collaborative relationships between and among researchers in fields related to African Languages and	Organize ALTA/NCOLCTL conferences and have more colloquia at the conference to encourage collaborative	Numbers of persons participating in NCOLCTL and ALTA annual conferences	Annually	ALTA/NCOLCTL conference records	5	10	10	10	10

pedagogy by 40	relationships between researchers in fields related to African language pedagogy	Number of persons participating in collaborative research groups with others in the field	Annually	ALTA/NCOLCTL conference records	25	30	30	30	30
	Publish JALTA and JNCOLCTL every year	Number of volumes of JALTA and JNCOLCTL published	Annually	ALTA/NCOLCTL conference records	2	2	2	2	2
C) Increase opportunities to publish research related to African languages and pedagogy through the publication of a minimum of 2 volumes of African language/LCTL journals each year; and increase interest in publishing research related to African Languages and pedagogy by 10% each year	Provide avenues for instructors to publish in JALTA, JNCOLCTL, and elsewhere	Number of individuals contributing to articles in NALRC journals	Annually	Center Records/ Analysis of journal content	5	5	8	8	10
		Percentage of conference participants, research group members and TAs who "agree" or "strongly agree" that their interest in publishing research related to African languages and pedagogy has increased as a	Annually	End of Conference Survey/ Research Group Survey/ TA Survey	-	50	50	50	50

		result of participation							
		Percentage of conference participants, research group members and TAs who "agree" or "strongly agree" that they intend to submit academic papers related to African languages within one year of participation	Annually	End of Conference Survey/ Research Group Survey/ TA Survey	-	50	50	50	50

Project Goal #4: Increase African language information and resources available to Government and Non-Government agencies, K-12 teachers and students, researchers, learners and instructors. (CPP1)

Performance Measures	Activities	Indicators	Timeline	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
A) Increase by 10% annually K-12 teacher, researcher, learner and instructor access to basic information on African Languages and	Develop and disseminate resources to K-12 teachers, researchers, learners, and instructors	Number of African language brochures developed or redesigned	Annually	Center Records	5	10	10	10	10
		Number of brochures	Annually	Center Records/ Web analytics	50	50	50	50	50

cultures through the development and dissemination of African language brochures, on-line resources and on-line technology materials		disseminated and/or accessed electronically								
		Number of web hits for African Language map and African Language Program inventory	Annually	Web analytics	50	60	70	80	90	

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: `1240-Combined_LRC-Budget-NALRC_AS_FINAL.pdf`

| Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |

To add more Budget Narrative attachments, please use the attachment buttons below.

| Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative |

INDIANA UNIVERSITY
SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES

National African Language Resource Center

Itemized Budget

Language Resource Center Program: National African Language Resource Center
Organization: Trustees of Indiana University
Project Performance Period: 2018-2022

Category	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
1. PERSONNEL					
Salaried positions: assume salary increase of 2% per year					
A. LRC Core Staff					
1. LRC Project Director (Dr. Antonia Schleicher), 0.40 FTE @ $159,279 12 mo. (0.43 FTE paid with institutional commitment of SGIS, 0.17 FTE paid from commitment of NALRC program income)	64,359	65,636	66,949	68,288	265,232
2. LRC Associate Director (TBD), 0.50 FTE @ $50,000 12 mo. (0.50 FTE paid with commitment of NALRC program income)	24,817	25,313	25,819	26,355	102,304
Subtotal, LRC Core Staff	**89,176**	**90,949**	**92,768**	**94,643**	**367,536**
B. Graduate Research Assistant					
1. Graduate Research Assistant, 0.50 FTE @ $15,750 , Y1-Y4	15,750	15,750	15,750	15,750	63,000
Subtotal, Graduate Assistants	**15,750**	**15,750**	**15,750**	**15,750**	**63,000**

C. Part-time Hourly Employees					
1. Technology Assistant (Jared Templer) 20 hrs/wk @ $13/hr, 5 weeks (Y1-Y4) (remainder of hourly support covered by NALRC commitment)	1,300	1,326	1,353	1,380	5,359
2. Technology Manager (Christina Stiso) 20 hrs/wk @ $15/hr, 5 weeks (Y1-Y4) (remainder of hourly support covered by NALRC commitment)	1,500	1,530	1,561	1,592	6,183
Subtotal, Part-time Hourly Employees	**2,800**	**2,856**	**2,914**	**2,972**	**11,542**

| **Personnel Subtotal** | **107,726** | **109,555** | **111,432** | **113,365** | **442,078** |

2. FRINGE BENEFITS	Year 1	Year 2	Year 3	Year 4					
Academic 12 month Faculty/Professional Staff fringe: 38.09%					33,967	34,642	35,335	36,050	139,994
Category Ltr. with Personnel #s: A1, A2									
Salary Total by Year:	89,176	90,949	92,768	94,643					
Hourly Assistance									
Student fringe: 6.61%					185	189	193	196	763
Category Ltr. with Personnel #s: C1, C2									
Salary Total by Year:	2,800	2,856	2,914	2,972					
Graduate Student Research Assistants Salary fringe set by IU - see schedule below									
Category Ltr. with Personnel #s: B1									
Salary Total by Year:	15,750	15,750	15,750	15,750					
Overall Salary Total Per Year:	107,726	109,555	111,432	113,365					
Graduate Student Research Assistants (fellow non-hourly) Health Insurance Schedule									
Set Health Insurance Rates by AY	3,500	3,849	4,234	4,658	3,500	3,849	4,234	4,658	16,241

Fringe benefit rates are set by the Indiana University Board of Trustees each annual fiscal period according to employee classification.				
Fringe Benefits Subtotal	**37,652**	**38,680**	**39,762**	**40,904**	**156,998**

3. TRAVEL

A. Foreign Travel

None	0	0	0	0	0
Subtotal Foreign Travel	**0**	**0**	**0**	**0**	**0**

B. Domestic Travel

1. Travel to NCOLCTL Conference (National Council of Less Commonly Taught Languages) & ALTA (African Language Teachers Association), for professional development and display of NALRC materials *CPP1
(Airfare: $290; ground transportation $50; lodging @ $125/day (4 nights); per diem @ $69/day; 5 days) for two staff each year.

					2,370	2,370	2,370	2,370	9,480
Airfare/Transportation	680	680	680	680					
Lodging	1,000	1,000	1,000	1,000					
Per Diem	690	690	690	690					
Subtotal, Domestic Travel					**2,370**	**2,370**	**2,370**	**2,370**	**9,480**

Travel Subtotal	**2,370**	**2,370**	**2,370**	**2,370**	**9,480**

4. EQUIPMENT None	0	0	0	0	0
5. SUPPLIES	0	0	0	0	0
1. Printing and duplicating	250	250	250	250	1,000

	Year 1	Year 2	Year 3	Year 4					
	250	250	250	250					
2. Postage - shipping language materials to outreach clients					50	50	50	50	200
Postage - shipping	50	50	50	50					
3. Teaching supplies - CDs, video-tapes, audio tapes					250	250	250	250	1,000
Supplies	250	250	250	250					
4. Computer Software					250	250	250	250	1,000
Software & software licenses	250	250	250	250					
Subtotal, Project supplies and services					**800**	**800**	**800**	**800**	**3,200**
6. CONTRACTUAL Not Applicable					--	--	--	--	
7. CONSTRUCTION Not Applicable					--	--	--	--	
8. OTHER									

	Year 1	Year 2	Year 3	Year 4					
A. Evaluation Fees									
1. Professional service fees for two external evaluators					3,400	0	3,400	0	6,800
Program Evaluator Fees	2,000	0	2,000	0					
Non-Employee Travel	1,400	0	1,400	0					
2. National Advisory Board (NAB) Meeting Year 1 only					2,520	0	0	0	2,520
Non-Employee Travel	2,520	0	0	0					
Subtotal, Evaluation fees					**5,920**	**0**	**3,400**	**0**	**9,320**

	Year 1	Year 2	Year 3	Year 4					
B. Professional Development Workshops									
Co-led by Esther Lizansa, Howard University MSI Partner *CPP2									
1. Two-Week Summer Professional Institute for LCTL and African Language MSI/CC Instructors *CPP1, *CPP2					6,359	6,359	6,359	6,359	25,436
Non-Employee Instructor Honorarium	2,000	2,000	2,000	2,000					
Non-Employee Travel Transportation	1,500	1,500	1,500	1,500					

Non-Employee Lodging	1,809	1,809	1,809	1,809					
Promotional Advertising	150	150	150	150					
Teaching Supplies	900	900	900	900					
2. Training of Trainers - Two-Week Summer Professional Institute for LCTL and African Language Program Coordinators and Directors *CPP1, *CPP2					6,359	6,359	6,359	6,359	25,436
Non-Employee Instructor Honorarium	2,000	2,000	2,000	2,000					
Non-Employee Travel Transportation	1,500	1,500	1,500	1,500					
Non-Employee Lodging	1,809	1,809	1,809	1,809					
Promotional Advertising	150	150	150	150					
Teaching Supplies	900	900	900	900					
3. STANDARDS Development Workshops *CPP1, *CPP2					500	500	500	500	2,000
Standards Collaborative Board Honoraria	500	500	500	500					
4. Day Long Workshop Session at ALTA and NCOLCTL Conferences (co-organized with ALTA & NCOLCTL) *CPP1, *CPP2					2,057	2,057	2,057	2,057	8,228
Lead Supplemental Pay or Honorarium	1,000	1,000	1,000	1,000					
Non-Employee Travel	1,057	1,057	1,057	1,057					
5. World Language Curriculum Framework that Incorporates Business and Learning Plans Development Workshops (IU-CIBER Joint Initiative) *CPP1, *CPP2					4,150	4,150	4,150	4,150	16,600
Non-Employee Travel	2,000	2,000	2,000	2,000					
Supplemental Pay or Honoraria	2,000	2,000	2,000	2,000					
Project Supplies	150	150	150	150	1,750	1,750	1,750	1,750	7,000
6. New Technologies in Teaching African Languages (Collaboration with IU CeLT, ALTA & NCOLCTL with their commitment to support participant fees) *CPP1, *CPP2									
Lead Supplemental Pay or Honorarium	1,000	1,000	1,000	1,000					
Non-Employee Travel	750	750	750	750					
Subtotal, Professional Development Workshops					**21,175**	**21,175**	**21,175**	**21,175**	**84,700**

	Y1	Y2	Y3	Y4	Total
C. Research Projects **Co-led by Jonathan Choti, Michigan State University**					
1. Journal Publications for the Journal of African Language Teachers Association (JALTA) and the Journal of National of Less Commonly Taught Languages (JNCOLCTL) *CPP1, *CPP2	2,000	2,000	2,000	2,000	8,000
NALRC publishes each of these journals that reach a broad audience. Costs associated with the production of publication are requested.					
Publication expense 2,000 2,000 2,000 2,000					
2. TA Professional Development/Research awards for conference training at NCOLCTL Conference (National Council of Less Commonly Taught Languages) or ALTA (African Language Teachers Association) & research dissemination *CPP1	800	800	800	800	3,200
Professional Development/Research award for two TA each year at $250/each.					
Travel Reimbursement/Publication 800 800 800 800					
Subtotal, Research Projects	**2,800**	**2,800**	**2,800**	**2,800**	**11,200**
D. Materials Development & Dissemination Projects **Materials -** **Co-led by Leonard Muaka, Howard University MSI Partner *CPP2** **Dissemination -** **Co-led by Brenda Wawire, University of Kansas**					
1. Series of Standards-Based African Language Textbooks (Yoruba, Swahili, Zulu) *CPP1, *CPP2	8,000	8,000	3,000	3,000	22,000
Language Developer Professional Fees 5,000 5,000 0 0					
Publication expense 3,000 3,000 3,000 3,000					

2. African Language Online Course Modules *CPP1, *CPP2					5,450	5,450	450	450	11,800
Language Developer Professional Fees	5,000	5,000	0	0				
Software/Maintenance	450	450	450	450				
3. Audio CD-ROM Companion to Standards-Based Textbook Series *CPP1, *CPP2					900	900	900	900	3,600
Publication Expense	900	900	900	900				
4. African Language Brochures & ULIMI Bulletin *CPP1, *CPP2					700	700	700	700	2,800
Publication Expense	700	700	700	700				
5. Development of a common LRC brochure and maintenance of common LRC Portal website					1,000	1,000	1,000	1,000	4,000
Joint LRC Outreach	1,000	1,000	1,000	1,000				
Subtotal, Materials Development & Dissemination					**16,050**	**16,050**	**6,050**	**6,050**	**44,200**
Subtotal, Other					**45,945**	**40,025**	**33,425**	**30,025**	**149,420**
9. Subtotal Direct Costs					**194,493**	**191,430**	**187,789**	**187,464**	**761,176**
10. Indirect Costs, 8% of Base					**15,559**	**15,314**	**15,023**	**14,997**	**60,894**
Total LRC Costs					**210,052**	**206,744**	**202,812**	**202,461**	**822,070**

BUDGET NARRATIVE

Indiana University – National African Language Resource Center (NALRC)
Title VI LRC 2018-2022 Proposed Budget

1. PERSONNEL

Salary Note: Project years following year 1 include an estimated increase of 2% each project year for those whom grant support will pay part of their base salary; increases are not included for those who receive supplemental pay from proposed funds. In cases where it is appropriate for an hourly position, increases have been included.

A. LRC Core Staff

1. *LRC Project Director* – Dr. Antonia Schleicher, NALRC Executive Director, Full-time 12-month appointment, .40 FTE of Dr. Schleicher's base salary supported by the grant for Y1-Y4. Dr. Schleicher will have responsibility for all of the Center's activities, projects, and operations. This includes, but is not limited to, a) annual summer professional development workshop, for new and continuing TAs and faculty members; b) Training of Trainers for African language instructors interested in playing a leadership role in the field; and c) Material and Curriculum Development Training Workshop for all African Language Instructors. The Executive Director serves as the managing editor of all the center's publications, including journals, center newsletters, manuscripts, and language brochures.

   The director also serves as the chair of the Center's Field Advisory Board, and an ex-officio member of the National Advisory Board and the Local Advisory Board. The director will pay special attention to the national coordination of all the Center's activities and assessment of national needs and resources for African languages.

   The director will serve as liaison with the following related groups: African Language Teachers Association, Title VI Africa NRC Directors, the Association of African Studies Programs, the National Council of Less Commonly Taught Languages, Joint National Committee for Languages (JNCL), American Council on the Teaching of Foreign Languages (ACTFL), National Standards Collaborative Board, National Federation of Modern Language Teachers Association (NFMLTA) and the African language programs at universities and colleges throughout the country.

2. *LRC Associate Director* – TBD, NALRC Professional Staff, 12-month appointment, .50 FTE of the Associate Director's base salary supported by the grant in Y1-Y4. S/he will have the following duties: a) manage the daily operations of the NALRC in compliance with IU policies and procedures; b) work in collaboration with the Ctr. Director to establish and implement strategic center operational and programmatic initiatives; c) establish, interpret, and modify management policies and procedures within the unit; d) coordinate all outreach/instructional programming for the Ctr.; e) serve as primary supervisor of office support staff, graduate assistants, seasonal hires, and the Yoruba

Foreign Language Teaching Assistant (FLTA); f) oversee the Center's strategic communications, including web and social media activity, as well as fundraising activities; g) and manage the development and publications of all NALRC instructional material.

B. *Graduate Research Assistant*

1. *Graduate Research Assistant* – TBD, .50 FTE 20 hrs/wk at 100% of stipend, will be supported by the grant in Y1-Y4. The assistant will work closely with the Executive Director and Associate Director. Duties include assisting in the development of all the African Language Brochures projects, updating the Online African Language Map Project, and updating the African Language Inventory Project. S/he will assist in the editing of ULIMI- the annual bulletin of the NALRC, and e-ULIMI- the quarterly online news and updates of the NALRC. In addition, they will assist with the organization of all of the professional development workshops and conferences that the Center will embark on each year.

C. *Part-time Hourly Employees*

1. *Technology Assistant* – Jared Templer, 20 hrs/wk @ $13hr for 5 weeks, will be supported by the grant in Y1-Y4. Mr. Templer sets up and deploys technology for workshops/ meetings; and assists users with utilization of Center's available hardware and software.

2. *Technology Manager* – Christina Stiso, 20 hrs/wk @ $13hr for 5 weeks, will be supported by the grant in Y1-Y4. Ms. Stiso manages the technical support for the NALRC-specific applications for client support to faculty, students and staff, university departments and clients from other inter-departmental groups. She serves as the interface between the NALRC and school-supporting instructional technology for any support or technical issues involving the Center, as well as following up with school-supporting or outside instructional support vendors on the resolution of reported issues.

2. FRINGE BENEFITS

Fringe benefit rates are set by the Indiana University Board of Trustees each annual fiscal period according to employee classification. Academic 10 or 12 month Faculty – 38.09%; Summer Pay – 25.92%; Supplemental Pay – 6.61%; Professional Exempt Staff – 38.09%; Adjunct Faculty or Lecturer – 6.61%; Non-Student Hourly > 900 hours – 19.29%; Student Hourly – 6.61%. Graduate student health insurance is set by the College of Arts and Sciences at the following academic year rates: $3,500 Y1, $3,849 Y2, $4,234 Y3, and $4,658 Y4.

3. TRAVEL

A. *Foreign*   None

Budget Narrative   - 2 -

B. Domestic

1. Travel for NALRC staff to attend NCOLCTL Conference (National Council of Less Commonly Taught Languages) & ALTA (African Language Teachers Association) Support for professional development and display of NALRC materials ***CPP1** in Y1-Y4 is requested for an NALRC staff member to attend the NCOLCTL and ALTA. (Per year estimate breakdown: airfare: $290/trip; ground transportation $50/trip; lodging $125/night for 4 nights/trip; per diem $69/day for 5 days/trip)

4. EQUIPMENT NONE

5. SUPPLIES

1. *Printing and duplicating* – Support is requested in each year for printing and duplicating needs at $250, Y1-Y4.

2. *Postage/shipping* – Support is requested in each year for postage fees associated with shipping language materials to outreach clients at $50, Y1-Y4.

3. *Teaching supplies,* CDs, video-tapes, audio tapes – Support is requested for the various teaching supplies each year for running the programming activities at $250, Y1-Y4.

4. *Computer Software* – Support is requested for the software purchases needed to run the core NALRC online programming at $250, Y1-Y4.

6. CONTRACTUAL NOT APPLICABLE

7. CONSTRUCTION NOT APPLICABLE

8. OTHER

A. Evaluation Fees

1. *Professional service fees for two external evaluators* - Funds are requested to support professional service fees and site visit expenses for two external evaluators to evaluate NALRC Y1 and Y3 at $3,400/year. The comprehensive evaluation will include formative and summative evaluation of NALRC's materials, research output and seminars.

2. *National Advisory Board (NAB) Meeting in Y1* - Funds are requested to facilitate travel reimbursement for the NAB members in Y1 at $2,520 so that they may assess in-person the NALRC operation. During each NAB meeting, the members will advise the Director on all aspects of its activities, and can evaluate its effectiveness and impact at the

Budget Narrative   - 3 -

national level. All future meetings will be held utilizing online technology. NAB members will evaluate all developed materials once completed.

B. *Professional Development Workshops*
   Co-led by Esther Lizansa, Howard University MSI Partner *CPP2

   1. *Two-Week Summer Professional Institute for LCTL and African Language MSI/CC Instructors* ***CPP1, *CPP2**
   Training workshop for teaching assistants to gain experience in the principles of effective teaching and learning and characteristics of effective foreign language lessons. Funds are requested annually to support honoraria and travel reimbursement for 2 instructors at $1,000/each for honorarium and $750/each for non-employee travel. Promotional advertising at $150/year and teaching supplies at $900/year (textbooks) will also be needed each year to run the training.

   2. *Training of Trainers - Two-Week Summer Professional Institute for LCTL and African Language Program Coordinators and Directors* ***CPP1, *CPP2**
   Training workshop for LCTL and African language coordinators and directors to learn the latest in program coordination and curriculum development for language pedagogy. Funds are requested annually to support honoraria and travel reimbursement for 2 instructors at $1,000/each for honorarium and $750/each for non-employee travel. Promotional advertising at $150/year and teaching supplies at $900/year (textbooks) will also be needed each year to run the training.

   3. *STANDARDS Development Workshops* ***CPP1, *CPP2**
   With the past success of NALRC working with the Standards Collaborative Board (led and organized by ACTFL) to develop Standards for Learning Yoruba, Swahili, and Zulu, the NALRC will conduct a series of workshops to bring together instructors of other African languages such as Akan, Wolof, Bamana, Amharic, Somali, etc to develop Standards for their respective languages. These Standards will be published through the National Standards Collaborative Board. Honoraria will be provided to the board each year for their work on developing a standards for learning language each year at $500/year.

   4. *Day Long Workshop Session at ALTA and NCOLCTL Conferences (Co-organized with ALTA & NCOLCTL)* ***CPP1, *CPP2**
   This annual professional development activity is held in conjunction with ALTA and NCOLCTL conferences to provide continued professionalization to African language and other LCTL instructors. Funds are needed to provide the lead instructor support at $1,000/year and travel reimbursement to each conference at $1,057 annually.

   5. *World Language Curriculum Framework that Incorporates Business and Learning Plans Development Workshops (IU-CIBER Joint Initiative)* ***CPP1, CPP2**
   To facilitate elementary to superior level of language instruction, participants in this workshop will create learning plans based on the framework that will be used in their classrooms and shared with their colleagues. The workshops will take place annually in the summer. Funds to defray the costs annually are requested for honoraria for 2

Budget Narrative   - 4 -

instructors at $1,000 each, travel reimbursement at $400 each (2 instructors and 3 financial need selected MSI participants), and $150 towards project supplies.

6. *New Technologies in Teaching African Languages (IU Center for Language Technology (CeLT), ALTA & NCOLCTL Joint Initiative)* ***CPP1, *CPP2**
To co-organize workshops on using new technologies for teachers of African languages and other LCTL instructors, funds are requested to provide the lead instructor support at $1,000/year and travel reimbursement at $750 annually.

C. *Research Projects*
Co-led by Jonathan Choti, Michigan State University

1. *Journal Publications for the Journal of African Language Teachers Association (JALTA) and the Journal of National of Less Commonly Taught Languages (JNCOLCTL)* ***CPP1, *CPP2**
Funds to defray the costs associated with the production of publication and dissemination nationwide are requested each year at $2,000/year.

2. *TA Professional Development/Research awards for conference training at NCOLCTL Conference (National Council of Less Commonly Taught Languages) or ALTA (African Language Teachers Association) & research dissemination* *** CPP1**
To encourage instructors in African language pedagogy to take the teaching and learning of African language as a serious profession, a deserving selected TA will receive funding to attend either the NCOLCTL or ALTA conference via a travel award (travel reimbursement) at $400/year. To promote classroom research to produce research publications, a research award via publication expense will be provided to a meritorious TA to publish their findings at $400/year.

D. *Materials Development & Dissemination Projects*
Materials - Co-led by Leonard Muaka, Howard University MSI Partner *CPP2
Dissemination - Co-led by Brenda Wawire, University of Kansas

The requested resources are specific to the project aims and not for projects outside of the scope of the grant.

1. *Series of Standards-Based African Language Textbooks (Yoruba, Swahili, Zulu)* ***CPP1, *CPP2**
Funds are requested to support the development of standards-based textbooks in Y1-Y2. Support is needed for language developers' professional fees at $5,000 in each year. Expenses to support the production of the produced textbooks in Y1-Y4 are requested at $3,000/year.

2. *African Language Online Course Modules* ***CPP1, *CPP2**
Support is needed to facilitate the development of African language online course modules in Y1-Y2. Funds are requested for language developers' professional fees at $5,000 in each year. Costs to support the software and maintenance of the completed online modules are requested at $450/year.

Budget Narrative - 5 -

3. *Audio CD-ROM Companion to Standards-Based Textbook Series* ***CPP1, *CPP2**
   Expenses are needed to publish the standards-based textbook series with a companion audio-CD at $900/year.

4. *African Language Brochures & ULIMI Bulletin* ***CPP1, *CPP2**
   Expenses are needed to publish the NALRC produced African language brochures and ULIMI bulletin at $700/year.

5. *Joint LRC Outreach*
   Development of a common LRC brochure and maintenance of common LRC Portal Website, which provides general information about the work of LRCs and hosts some LRC materials is requested each year at $1,000/year.

INDIRECT COSTS

The indirect cost rate applied is restricted at 8% in compliance with 34 CFR 76.5634(c)(2). Indirect cost is calculated on the modified total direct cost, which excludes equipment over $5,000, library acquisitions, and subaward amounts in excess of the first $25,000.

NON-FEDERAL FUNDS

LRC program guidelines indicate that cost sharing is not required. Therefore, in accordance with IU policies and procedures, we are not providing voluntary committed cost share. Please refer to the institutional commitment demonstrated in the project narrative for Indiana University's commitment to this project.

Budget Narrative   - 6 -

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

ORGANIZATION:
Indiana University
Bryan Hall 212
Bloomington, IN 47405-1201

DATE:06/15/2015

FILING REF.: The preceding agreement was dated 06/20/2011

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED   FINAL   PROV. (PROVISIONAL)   PRED. (PREDETERMINED)

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

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ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

TYPE	FROM	TO	RATE(%) LOCATION	APPLICABLE TO
PROV.	07/01/2019	06/30/2021		Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

FRINGE BENEFITS:

FICA   Retirement
Life Insurance   Tuition Remission
TIAA/CREF   Worker's Compensation
Health Insurance   Unemployment Insurance
Long Term Disability   Fringe Benefit Administration
Employee Fee Courtesy
(Faculty & Staff Fee Discount)

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

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ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:	ON BEHALF OF THE FEDERAL GOVERNMENT:
Indiana University	DEPARTMENT OF HEALTH AND HUMAN SERVICES
(INSTITUTION)	(AGENCY)
(SIGNATURE)	Arif M. Karim -S (SIGNATURE)
Mary Frances McCart (NAME)	Arif Karim (NAME)
SVP & CFO (TITLE)	Director, Cost Allocation Services (TITLE)
6.24.15 (DATE)	6/15/2015 (DATE) 5044

HHS REPRESENTATIVE: Ernest Kinneer

Telephone: (214) 767-3261

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17 ON CAMPUS	FY 18-19 ON CAMPUS	OFF CAMPUS
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044
(Institution)

_____
(Signature)

Mary Frances McCart
(Name)

SVP CFO & Treasurer
(Title)

6 23 15
(Date)